ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001219	N.A.	N.A.	

4. AUTHOR(S): Board of Public Education, Philadelphia, Pennsylvania

5. TITLE OF DOCUMENT ABSTRACTED: The Academically Talented in the Philadelphia Public Schools: Progress Report

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Philadelphia Public School Curriculum
ST. Office, Philadelphia,
CITY, STATE Pennsylvania
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Board of Public Education, Philadelphia, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1961	91

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

School Systems	Curriculum Planning	Progressive Programs	Secondary Education
Academically Talented Students	Pupil Evaluations	Program Evaluations	
Elementary Education	Gifted Students		

17. ABSTRACT (MAX. 250 WORDS)

In an attempt to formulate some positive recommendations and suggestions of program and policy for the academically talented, many aspects of the problem were considered. Questionnaires and studies seeking the opinions of school personnel and an examination of current practices and provisions for the academically talented delved into the following areas: the variety and complexity of school organization at all three levels and the limitations imposed by the size of pupil enrollment of a particular school; the varying number of academically talented pupils in any school or in any grade; the efficacy of grouping within the classroom at all school levels; the desirability of some form of ability grouping; the relative merits of acceleration by grade or subject; the adequacy of enrichment programs in meeting the needs of the academically talented; the restrictions of grade limitations; the best ways to provide early identification of these pupils; the problems of teacher selection and in-service training; the question of increased costs for any major changes that might be recommended; and community reaction to such programs. Responses and recommendations were grouped in two ways for discussion purposes: the general identification and recognition of such students, and the description of the academically talented in elementary school, junior high and high schools. An appendix of the questionnaires and letters used is included.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

2

ERIC Form 1

TD1

ED001219

THE ACADEMICALLY TALENTED IN THE PHILADELPHIA PUBLIC SCHOOLS

PROGRESS REPORT

1961

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THE ACADEMICALLY TALENTED
IN THE
PHILADELPHIA PUBLIC SCHOOLS

Progress Report--1961

CURRICULUM
OFFICE

Philadelphia Public Schools

1961

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Foreword

The opening paragraph of the 1958 Rockefeller Fund Report, "The Pursuit of Excellence" reads as follows:

> "The greatness of a nation may be manifested many ways--in its purposes, its courage, its moral responsibility, its cultural and scientific eminence, the tenor of its daily life. But ultimately the source of its greatness is in the individuals who constitute the living substance of the nation."

No one needs to be told that the world is experiencing a period of momentous changes. No American needs to be informed that his beloved country faces a test as grave as that met by the Founding Fathers. But today, as in that day, the outcome depends upon the degree to which each individual can be an "uncommon" person in the sense that he makes the fullest use of his talents.

In the last five years, our schools have become aware, as never before, of their role in this dramatic and vital scene. In 1956, a fine committee under the chairmanship of Jack Bookbinder with the support of the Curriculum Office, prepared the report, "The Gifted Child: His Education in the Philadelphia Public Schools." That publication has been a guide and source of inspiration to thousands in Philadelphia and across the nation.

But because there continues to be increasing demand for leaders in the professions and in the other areas of the economic, social, and political life of the country, it was agreed that one phase of training to be selected for special emphasis should be that of the Academically Talented.

Since 1957, a special committee under the leadership of Russell M. Leonard, again with the co-operation of the Curriculum Office, has stimulated widespread planning and implementation in this field at every level. The Committee now offers a Progress Report. That our schools are meeting the challenge is certain. That they will continue to meet it with increasing effectiveness is equally certain.

I am indebted to Mr. Leonard and the members of the Committee, and to principals and teachers everywhere who have shared and are sharing in this service, the influence of which for the good of mankind can be of unimagined significance.

Allen H. Wetter

Preface

In 1957 a Committee for the Academically Talented was appointed, to consider existing policies in relation to the work with such pupils in the Philadelphia Public Schools, to recommend any desirable changes in those policies or to propose new policies; and also to consider the advisability of recommending one or more special programs for talented pupils.

This PROGRESS REPORT - 1961 has been prepared by the Committee as a result of valuable contributions by schools at all levels in the Philadelphia Public School system. It is a report of present programs and provisions for the academically talented pupils in our schools.

Special appreciation is expressed to R. Donald Cain, Assistant Director, Editing and Textbooks, and Harry H. Matlack, Jr., Editorial Office Aide, for their help in the preparation of this report.

It is the hope of the Committee that this REPORT will serve as a basis for further study and experimentation.

The Committee

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The Development of This Report

> "Whatever else may be said by advocates of one kind of education or another, the solid rock on which universal education is founded is the principle that the children of all parents, rich or poor, privileged or handicapped by nature or circumstance, deserve the best possible education . . .
>
> "There is general agreement, of course, on the proposition that education for all means the fullest possible opportunities for each, and that this applies to the gifted no less than to the average, the slow, or the handicapped."
>
> THE GIFTED CHILD: HIS EDUCATION
> IN THE PHILADELPHIA PUBLIC SCHOOLS
>
> School District of Philadelphia, 1956

BASIC PREMISES ACCEPTED

In its consideration of program and policy for the academically talented, the Committee has been guided by the following basic premises: a recognition that there are academically talented pupils in our schools; a firm belief in their right to an education commensurate with their ability; the need for identification of these pupils as early as possible; the desirability of providing a program for them; and the responsibility for doing so.

MANY ASPECTS CONSIDERED

Among the many aspects of the problem which the Committee considered in its attempt to formulate some positive recommendations and suggestions, were the following: the variety and complexity in the organizations of our schools at all levels; the limitations imposed by the size of the pupil enrollment of a particular school; the varying number of academically talented pupils in any school or in any grade; the efficacy of grouping within the classroom at all school levels; the desirability of some form of ability grouping; the relative merits of acceleration by grade or subject; the adequacy of enrichment programs in meeting the needs of the academically talented;

the restrictions of grade limitations; the best ways to provide early identification of these pupils; the problems of teacher selection and in-service training; the question of increased costs for any major changes that might be recommended; and community reaction to such programs.

COMMITTEE PLAN OF ACTION

The general committee was divided into three sub-committees--one for each school level. As bases for discussion and planning, it was decided to examine the present practices and provisions for the academically talented pupils in our schools, to seek the opinions of many of our school personnel, to consider what is being done for such pupils in other cities, and to review the opinions of educational authorities.

Reports of present provisions and future plans were requested and received from the elementary, junior high, and senior high schools. Numerous programs and plans already in existence were found in many schools at each level.

INITIAL REPORT - 1958

The initial report of the Committee was submitted to the Board of Superintendents in June of 1958. The recommendations contained in this report were widely discussed by administrators and teachers. It provided system-wide stimulation for further consideration of desirable plans and programs for the academically talented pupils.

AN ABSTRACT SUBMITTED - 1959

At the request of Superintendent Allen H. Wetter, an abstract of the initial report was prepared for distribution and discussion. This abstract contained those recommendations and suggestions from the original report which were approved at that time and which were directly applicable to the individual schools. Copies were distributed to all schools for intensive discussion. All schools were requested to include in their professional programs a study of their academically talented pupils and the programs provided for them. In many schools, faculty study groups were formed to discuss the implications of the report and to plan experimentation. The report also served as a basis for professional study and discussion at district staff meetings.

The Committee recognized the fact that no one pattern can be prescribed for so large a school system. No predetermined pattern for the academically talented has been imposed on any school in the Philadelphia Public School system. No two schools have identical programs. The Committee advocates no change in this basic policy.

PROGRESS REPORT - 1960

After two years of study by schools at all levels, it was decided to make another survey to determine the present status of programs for the academically talented in our schools. Each of the sub-committees prepared questionnaires and submitted them to the schools. Copies of these questionnaires are appended to this report.

Identification and Recognition of the Academically Talented

THE ACADEMICALLY TALENTED PUPIL

It is difficult to reach agreement when attempting to develop a limiting definition of the academically talented pupil. Perhaps the statement that such pupils are those whose performance is consistently superior should suffice. A recent NEA publication describes some aspects of the problem as follows:

> "At the same time, schools located in areas with many students from culturally deprived or indigent families or where the family's socio-economic situation makes at best transient students, may find that with a cut-off point as low as 120 I.Q., as few as five percent of the students will fall within the gifted category.
>
> "This is not because the group does not have within it the normally expected number of 'able learners,' but rather that the traditional intelligence tests are not independent of the effects of cultural environment on the student.
>
> " . . . each school considering a program for gifted students must establish its criteria in terms of its own population. Since such a program is an extension of the effort to provide for individual differences, it is apparent that an advance decision to include a certain percentage of the students may not be realistic under the special conditions prevailing in the individual school. Rather, every school must seek to include within its gifted-student program all those students for whom, because of their special abilities, the regular curriculum is not sufficiently challenging. In these terms, then,and in keeping with recent trends, the group to be provided for will include those toward the upper end of the intelligence scale, plus all students with outstanding abilities along creative lines or in social leadership."
>
> NEA and the National Association of Secondary School Principals, ADMINISTRATION: PROCEDURES AND SCHOOL PRACTICES FOR THE ACADEMICALLY TALENTED STUDENT IN THE SECONDARY SCHOOLS. Washington: National Education Association, 1960. pp. 32-33.

EARLY IDENTIFICATION

There is an obvious need for early identification of academically talented pupils in order that a suitable educational program may be planned for them. Proper placement in the secondary schools will be more readily effected as these pupils are identified in the earlier grades. The program for identification should include:

- Tests results from standardized intelligence, achievement, and aptitude tests
- Individual psychological examinations when more information is required
- Pupil progress records
- Staff judgment of physical and mental health, social adjustment, and emotional maturity

There is a continuing need for the study of present testing programs to determine their adequacy in the selection of these pupils. It is also important to institute studies to attempt to discover basic causes of the low achievement of some pupils with high I. Q. 's.

SPECIAL PROGRAMS DEVELOPED

Since the publication in 1956 of THE GIFTED CHILD: HIS EDUCATION IN THE PHILADELPHIA PUBLIC SCHOOLS, and in June, 1959, of the Abstract for the Instructional Staff of the REPORT OF THE COMMITTEE FOR THE ACADEMICALLY TALENTED and its acceptance by the Superintendent of Schools, wider recognition has been gained for the idea that the academically talented pupil, like the slow and the average learner, merits serious attention. With this in mind, special programs for potential leaders can be called "fair, feasible, and desirable."

ENRICHMENT IN SCOPE AND DEPTH

The reports of activities for the academically talented pupils in Philadelphia classrooms indicate that our teachers are in accord with a philosophy of enrichment for gifted children. Teachers realize that bright pupils are not challenged by "more of the same" or by the assignment of simple or repetitive tasks. Their enrichment programs provide experiences which seek to stretch the minds of these boys and girls. They understand that the A. T. pupils need new and varied content, a more intensive contact with people, with the arts, and with problems that demand creative and critical thinking.

From examples given in the reports, it is apparent that emphasis is being placed upon the development of a sense of responsibility, creative effort, intellectual curiosity, critical thinking, and thoughtful leadership. Many opportunities are provided, also, for continuing self-evaluation. A concern is shown for the quantity of work done by the able pupil, but even more, for the quality of work performed.

STUDY HABITS STRESSED

A characteristic of the reports is the emphasis placed upon how to study, with attention given to methods of attacking problems, efficient ways of memorization and note-taking, and aids in developing concentration. Many reports describe ways in which teachers encourage pupils to improve reading and research techniques.

INDEPENDENT ACTIVITIES EMPHASIZED

Time and again the reports indicate that teachers work to motivate the A. T. to pursue his interests "on his own" outside of school hours. Pupils have been encouraged to develop hobbies, to visit community facilities, to work in libraries, to write letters, to seek information from resource people, to work on school-wide projects, and the like.

TERMINOLOGY

Various terms throughout the report are used as synonyms for "academically talented." No distinctions in levels of ability are implied by such terms as "gifted," "superior student," or "bright child." In Philadelphia, pupils with the capacity for a high degree of general intellectual performance are referred to as "academically talented." In this report the abbreviation "A. T." is frequently used.

IN-SERVICE EDUCATION

Teaching the academically talented requires special skills and attitudes. The Committee recommends that further consideration be given to determining the best means of helping teachers acquire the knowledge and understanding necessary for identifying and teaching the A. T.'s. Suggested are: the special groups in the Summer Workshop, in-service courses, and after-school study groups. City-wide curriculum committees and individual school committees may wish to prepare specific suggestions for enrichment within the several subject and grade areas.

ARTICULATION

Present plans of articulation should be carefully examined to make certain that adequate information is forwarded to the receiving grade teacher or school for each academically talented pupil.

The Academically Talented

in Elementary Schools

> "A program of enrichment should permit each student to delve more deeply into his fields of special interest and to give creative expression to his particular talents; but it should also guide him to explore a wide variety of both intellectual and non-intellectual activities."
>
> Educational Policies Commission, EDUCATION OF THE GIFTED. Washington: National Education Association and American Association of School Administrators, 1950. p.59.

The Elementary Subcommittee reported hearing from a number of elementary school principals who feel that the recent questionnaire has stimulated professional study and planning. Typical of such reactions is the following statement, received from the principal of a school where not many of the pupils are considered to be academically talented:

"This questionnaire has started a chain reaction . . . the teachers and I had not been thinking in terms of the academically talented except in very rare cases. Putting the figures down like this has given us something to work on, and interest has been aroused as to what course to follow. Our next professional staff meeting will have this topic on its agenda."

SHARING KNOWLEDGE

A significant aspect of the teachers' reports is the repeated mention of opportunities provided for the brighter pupils to share with their classmates the results of their own independent activities. The end product of sharing often motivates research along many lines.

The Committee recognizes that some practices reported may be of less value than others. To illustrate, several schools mention ways in which the academically talented help children of less ability. While there are advantages in the sharing process, there are also limitations. When an A. T. helps a slower child do an arithmetic problem, both children profit to some extent. However, an activity of this nature does not foster the brighter pupil's intellectual growth and many times his abilities could be put to better use. This type of sharing might well be used with caution.

FOREIGN LANGUAGE

In an increasing number of elementary schools the study of foreign language has been added to the regular curriculum. In almost all cases, the reports indicate that pupils have become interested in the people who use the language, and they have acquired a great deal of general information about one or more foreign countries. For example, in one elementary school the principal teaches Spanish to a class of 6th grade pupils of superior academic ability.

CURRICULUM ADJUSTMENTS FOR A. T. PUPILS

The following sections include excerpts from numerous reports received from the elementary schools. Some reports are from academically talented classes. Others indicate ways in which teachers planned programs based upon the abilities of the average children in their classrooms, and at the same time provided experiences for their academically talented children that offer breadth and depth commensurate with their superior abilities.

In Initiative and Leadership Development

> "Among the goals we have set for helping our academically talented children to become socially balanced individuals are these: To develop respect for the talents of others, no matter how small they might be; to develop a certain modesty and humility relative to their own talents; to keep an open mind; to read about and understand the lives of out-standing people in order to comprehend obstacles, achievements, and short-comings; to recognize the fact that each individual has a responsibility to society." (Grade 6)
>
> "Our academically talented pupils are provided with a variety of independent activities which are based upon their individual abilities. They become chairmen of committees, do research for further information to enrich class work, become leaders in physical education, keep records of class progress, take leadership of various drives sponsored by the school. They are sometimes asked to be pupil-teachers, reviewing work for absentees, explaining work to groups or individuals who have not grasped the work previously. These are leaders in reviewing work for evaluation." (Grade 3)
>
> "In our classroom children of high ability give leadership to groups of pupils responsible for planning our opening exercises on those days when we do not have auditorium assemblies. They are also placed in charge of class movements. The class is given many opportunities to evaluate the quality and effectiveness of pupil-leadership. We have a steering committee which develops the agenda for our class meetings." (Grade 5)

"We are as much concerned with the 'followership' qualities of our academically talented children as we are with their ability to lead. Often the strong motivation these children have to 'be the best' develops a high degree of competitive spirit. They often find it difficult to give the other fellow a chance and we have made special efforts to analyze group processes to help pupils recognize that each member of a group has opportunity to make a contribution even though he may not be in a position of official leadership." (Grade 6)

In Language Arts

Oral and Written Expression

"Some of our brighter children have been able to give leadership and extra time in making a 'Gay Days' magazine to send to a classmate who has been ill for some time. The group selected an editor, and an assistant editor; and the remaining pupils were reporters. The children wrote and collected news items, stories, jokes, riddles, cartoons, and illustrations which had a 'gay' theme. When the project was near completion, we all helped to evaluate and organize the material amd make suggestions for putting the magazine together." (Grade 5)

"We have stressed creative writing in my class of bright pupils, but we have not lost sight of the need for emphasizing spelling, grammar, punctuation, sentence and paragraph structure. We have agreed that it is a great art to be able to say what is to be said in just the right way. We want to be thinkers of thoughts and wielders of words. To this end, we have made a study of interesting vocabulary and of figurative language. We practice the various forms of putting thoughts on paper: exposition, description, interviews, poetry, editorials, argument, humor, tall tales, and the like." (Grade 6)

"Nicholas Murray Butler has said, 'First among the evidences of an education I name correctness and precision in the use of the mother tongue.' Because we see the importance of this in our class, we are learning fluency, voice projection, effective presentation of scenes. Performing is an enriching experience, and our group is given many opportunities in front of audiences. Pronunciation, enunciation, poise and posture are stressed. Slovenly or lazy speech is avoided. We memorize many poems. This builds and enriches the emotional and mental life, gives training in attention and concentration, and develops an appreciation of beautiful language." (Grade 6)

"In the area of language arts we used our trip to a city newspaper as a springboard for the initiation of a classroom newspaper. While all members of the class participated, special opportunities to contribute were afforded children with high ability. They wrote articles, did the typing, prepared illustrations." (Grade 4)

"My class has developed a number of forms which we use as the basis for evaluating our work in the area of language arts. One of these deals with our criticisms of our notebooks, and gives pupils an opportunity to determine how effectively they keep notes from the point of view of general appearance (handwriting, arrangement), subject matter included (notes, list), illustrative materials (maps, graphs, pictures). We have also developed checklists for talks and debates." (Grade 5)

"The bright children in my class have shown much skill in finding good material for assembly programs, in organizing the material, and in presenting the programs. They prepare and distribute parts, help in coaching, give constructive help, keep lists of participants, provide for substitutes, and take almost complete charge." (Grade 6)

"During the term we collect the original poems of pupils who are most capable, and publish these in mimeographed booklet form, attractively illustrated by pupils with unusual art ability. Each child thus has the pleasure and privilege of having for distribution a number of copies of his or her work." (Grade 6)

"In our school many opportunities are provided for academically talented children to express themselves in written and oral form. Frequently original plays are produced with pupils taking major responsibility for typing, duplicating, preparing scenery, arranging lighting and sound effects, casting and directing. Creative stories and poems are compiled into a class book. Many opportunities are used for writing letters, thank you notes, and invitations. Class logs are kept, class newspapers are published, and contributions are made to the school paper."

"Our 'phonic speedsters' learned the sixth grade spelling list in less than three months. Since then, we have been concentrating on vocabulary enrichment. Last week's list was centered about the first attempts at flight by the Wright Brothers, and this week's group of words was culled from the news reports of the launching of the Atlas-Able IV at Cape Canaveral." (Grade 6)

"Children are taught in simple form the elements of debating. They hold debates relating to school, local, national, or international affairs. One of our topics was, 'Resolved: Homogeneous grouping is the most effective system for learning.' Another was, 'Resolved: Educational television teaches us as well as the regular classroom teacher.' (Our school is participating in the Ford Foundation educational television experiment.) Differences between a discussion and a debate are high lighted by engaging in general discussions on which a panel of children has done some research." (Grade 6)

"Since in pretesting children on Grade 6 words it was found that they had mastered 88% of the words upon entering Grade 6, a rich supplementary spelling program was devised. Spelling words related to social studies content, arithmetic, and reading were drawn upon. They were organized according to subject or activity to which they were related. Educational television programs were another rich source of vocabulary. Children were taught to locate the word root and separate it from its prefixes and/or suffixes. An examination of the possible parts of speech of a given word was an important grammar skill developed. Roget's THESAURUS was used to locate synonyms, antonyms. A running list of possible homonyms is being kept as a class spelling project, and at this writing totals 178 sets. A collection of homographs is also added to regularly, as is our expanding class dictionary. Some skills being developed in my children include: writing comic definitions for spelling words; writing song poems to illustrate word meanings (these are often original compositions); making crossword puzzles from weekly word lists; drawing pencil sketches to illustrate word meanings; writing telegrams using only words from a given list; finding rhyming words for words in the list; writing riddles to illustrate word meanings." (Grade 6)

"We have developed the ability to analyze words and mark them for syllables, accent, phonetic sounds, endings, compounds and roots. I am reading to the class the dictionary meanings and illustrations of usage of all spelling words in each week's list. I find these methods help to develop excellent spellers, give children word power, enlarge their sight vocabularies, and improve their oral and written sentences and paragraph work." (Grade 3)

Reading and Literature

"Children progress at their own rate of speed and interest. Much opportunity is provided for enrichment of reading material, discussion of material read, reviews of books and authors. In all areas of the curriculum, children are encouraged to do much research, to read more books, and to make reports of findings. Many kinds of reference materials are made available in classrooms. They represent varying degrees of difficulty. They are used constantly. Reports are prepared from material found, and on the spot discussions are held. Classroom libraries and our school library are constantly being enlarged and enriched, and the public Bookmobile makes regularly scheduled visits to our school neighborhood. Many current publications are used in our program: CURRENT SCIENCE, WEEKLY READER, JUNIOR SCHOLASTIC, HUMPTY DUMPTY, READER'S DIGEST, TIME, LIFE, HOLIDAY."

"Books covering a wide range of interests were obtained from the Central Library for continuing use in our classroom. Children of high academic ability are avid readers." (Grade 5)

"Extra books are kept in a special place in our classroom. Children go to these to look up things that interest them or to explore further topics we have touched upon only incidentally in the regular classroom work. Books include picture dictionaries, science readers, history readers, children's magazines, poetry books." (Grade 2)

"Two children in my class have shown many evidences of being academically talented. They are well advanced in language development and are making rapid progress in reading. They read with the top group during directed reading activities because they enjoy being with the group. However, they are provided with opportunities to engage in independent work that furthers their own skill development. They read widely in the class library. A record is kept of the books they read. Frequently they share with the others in the class the stories they have read." (Grade 1)

"The heart of the curriculum is reading. We are trying to enrich the lives of our academically talented pupils by guiding and extending their reading, and by stimulating their desire to read through the development of a love of good books. We are grateful to the Central Library for making available to us a hundred of its finest books, including classics, modern fiction, history books, sports stories, science books, biographies and autobiographies, fairy tales, etc. These are books suitable for juveniles and young adults. Varied reading is encouraged, opportunities are provided for sharing ideas about the material read, and studies are made of authors and illustrators. Children express their own ideas about books, and, in addition, get the opinions of others by reading and discussing book reviews from the NEW YORK TIMES, and the HERALD. We have found trips to the Central Library and the Book Fair to be very enlightening." (Grade 6)

"My class is composed of children homogeneously grouped on the basis of high academic ability. In addition to the developmental reading program for Grade 6, we carried on the following enrichment activities in the field of reading:

1. An individualized reading program in current children's fiction and non-fiction.

2. A unit of experience on 'How Our Library Is Organized,' which included a study of the Dewey Decimal System of arranging books.

3. In connection with book reports, pupils made dioramas depicting what was for them the most significant scene in a book. They used these when making their oral reports, and explained the events which led up to the scene depicted, the importance of the scene, and the events which followed it.

4. We discussed how to read a newspaper editorial with understanding, and how to interpret editorial cartoons. The pupils wrote editorials on current issues, and made cartoons illustrating them." (Grade 6)

"In literature and grammar my class of academically talented pupils find great interest and enjoyment. Much of the teaching of the correct grammatical forms comes directly from our classroom talks. These children are interested in knowing why a word doesn't sound right or why it is not considered by authorities to be good form. Poetry interpretation reaches its heights at this level of learning with this type of child. We read the poem, discuss its author, talk about moods and emotions shown within the poem and what the writer was trying to convey to us. Children in this type group are highly imaginative, and with a little encouragement they experiment with creating original verse." (Grade 6)

"There are five children in my class who are capable of reading well independently. Each week these children are given an opportunity to review a book that he or she has read and liked. The child shows the book, tells what he liked about it, and reads a part of the book that specially appealed to him. We pass the book around the class so that others may be motivated to read it. The entire report takes about five minutes. We have found that other children enjoy the reports and are encouraged to read." (Grade 2)

In Social Studies

"Our program of social studies is highly accelerated and expanded in scope. More research and intensive use of reference materials are required of children of high ability. Children use newspapers and magazines to keep abreast of current events. Children enjoy viewing television programs such as 'Face the Nation' and 'Meet the Press' as a basis for exploring the views of outstanding figures in today's world. They are therefore able to make critical analyses of world news. They are involved in sharing information about their own way of life with 'pen pals' in other countries. They are provided with many opportunities to present what they have learned to their class- and school-mates through plays, pageants, quiz shows, and other means." (Grade 6)

"Group work provided opportunities for planned organization of material, constant evaluation of progress, and a desire for originality in presentation. A time line developed by one group provided, along with social studies experiences, enrichment in arithmetic (it was drawn to exact scale), interpretation through art (symbols were used to depict historic events), and opportunity for oral expression (presentation to the class). (Grade 6)

"Since we have been viewing a TV program, 'Let's Speak Spanish,' the class has developed an interest in Mexico, and an experience unit has been developed. The children went to many sources for information and found so much interesting materials that they suggested presenting in a play some of the things they had learned in their Spanish lessons and in their study of Mexico. Several children with outstanding academic and leadership ability set to work with keen interest, and a play of four acts gradually developed. Costumes were provided, Mexican arts and crafts were studied, artistic and craft articles were made, a short dance was improvised, and two songs were selected for the show. A market scene was developed, since the auditorium stage provides room for the entire class to participate." (Grade 5)

"The academically talented children are stimulated to engage in various activities to challenge their abilities. In the area of social studies they are the leaders of their committees. In addition to the usual work of seeking out information, they make special reports, draw maps, make charts. They also enjoy making models for science and writing up experiments." (Grade 4)

"Our exceptionally bright children became very much interested in our 'History in the Making' project. They planned to collect articles from newspapers and magazines that they thought might appear in the history books of the 1970's." (Grade 6)

"The children gained much insight from the interpretation, analysis, and construction of editorial cartoons based on current events. They made cartoons relating to school, local, national, and international problems." (Grade 6)

"Real interest and value came out of our study of 'How to Use the Scientific Method.' We used many opportunities to apply the method to personal, school, and general social problems." (Grade 6)

"During the first few weeks of the term we concentrated on developing a rich geographical vocabulary, and skill in using all forms of research materials. We then decided on a unit which we call 'Our Neighbors in the New World.' In imagination we have been taken on a tour which had its beginning in Canada, and at the present time we are on our way from La Paz, Bolivia, to the playground of South America--Chile.

"It was fascinating to watch the skillful way in which the committees presented the fruits of their research. We have been to a Hawaiian luau, with native costumes and hula dancers. We were taken to a mountain peak in Peru (four desks covered with a green cloth) by an Inca guide in authentic dress. After each committee reports, the class are given an outline of the salient points covered, for their notebooks. These outlines are prepared by the committee in charge. (There is an occasional quiz, to be sure of retention.)" (Grade 6)

In Science

"This was a special interest project on space missiles, which involved an exhibit and the construction of a model of the earth and our solar system. By using a small motor as part of the exhibit, the committee was able to demonstrate the rotation of the planets very concretely." (Grade 6)

"In our school, science activities are carried on in all classrooms from Kindergarten to Grade 6. Children with special ability are stimulated to do individual and small-group research and experimentation. Often pupils in the upper grades visit classrooms of younger children and explain scientific principles. Sometimes a bright young child visits the upper grades to tell of an interesting scientific experience his class has had. All pupils were given an opportunity to contribute and share in our Third Annual Science Fair. The best projects are judged and selected for inclusion in the Science Fair held at Franklin Institute. One hundred of our pupils in Grades 3 to 6 subscribe to the newspaper, CURRENT SCIENCE AND AVIATION."

"Children may bring to class anything with scientific implications that specially interests them. We have had magnets, shells, nests, nature specimens (dead and alive), magic experiments. Children also raise problems that have been puzzling them. They ask, 'Why does a candle go out if a glass is put over it?' 'Why does wood float and lead sink?' 'Why does the tide at the shore go in and out?' 'Why does my finger hurt if I nip it?' Naturally, some of our problems are answered in a very elementary fashion, but often interested children find out and understand an amazing amount for seven-year-olds." (Grade 2)

"Our pupils attend a special science club held every Thursday morning from 8:30 to 9:30. This opportunity is made available for pupils who have shown special interest and aptitude in science. The class is taught by the parent of one of our pupils. The boy's father does research work and instructs at one of our medical colleges." (Grade 6)

"Some of my pupils gather materials and set up science experiments for the class. They make charts explaining the experiment, telling what the problem was, the steps taken in the experiment, the conclusions that were reached." (Grade 5)

"Children whose main interests are in science act as leaders or organizers for science and health education panels and round table discussions. The children have found these experiences very meaningful. Scientific experiments are performed both in the classroom and in the schoolyard. Science has been interrelated not only with social studies but also with reading." (Grade 6)

"These children came to me with a good background which included magnetism, sound, light, etc. We did a little reviewing, and then began a more detailed study of some forms of energy which hadn't been touched on in 5th grade: molecular, chemical, and solar. Now, with another anniversary of the first successful airplane flight at Kitty Hawk approaching, the magazines and newspapers have been full of articles about the problems solved by Orville and Wilbur Wright. We then, of course, decided to look into the subject of flight and find out just what makes an airplane fly. There are many simple experiments which show the principles involved in heavier-than-air travel, and we are expecting to see some exciting demonstrations.

"We hope to go on to rockets and jets at a later date, and by 6B we are looking forward to a trip to the moon. If we get there ahead of the Russians, we'll be sure to take a flag along." (Grade 6)

In Arithmetic

"The academically talented children in my class are doing work at their own level of achievement. They are selected to lead charity drives, to be bankers in our thrift program, and to do any other work which entails the handling and counting of money." (Grade 4)

"They collect stamp money, and figure out the number of stamps sold and the amount of money we should have. They also give help to others having difficulty with various kinds of examples. Sometimes they drill children who need help, using flash cards. They work independently on more difficult examples, and they find examples and problems from newspapers and supplementary arithmetic books. Occasionally they make up tests for each other." (Grade 3)

"Children with high ability in arithmetic are in charge of our class graphs. They solve challenging problems independently, introduce or present various methods of solving problems, and appreciate opportunities to explore new work before it is presented. They often help in the presentation of new concepts." (Grade 6)

"In addition to the program recommended by the guide for Grade 6, my class of academically talented children made a study of arithmetic in the news, developed an elementary understanding of arithmetical probability; made excursions to the Franklin Institute, the United States Mint, and the Western Savings Fund Society office. Their most intensive enrichment activities came from individual research projects on how various professions, occupations, and services use number. The topics selected included: 'How the Meteorologist Uses Number,' The Story of the Use of Gold for Money,' 'What Are Stocks and Bonds?', 'How the Physician Uses Number,' 'What is a Mortgage?', 'The Story of Calculus and Higher Mathematics.' The goal was for each pupil engaged in the research to teach the class a lesson on the subject." (Grade 6)

"In arithmetic we not only learn an arithmetical form but we apply that form immediately to our day-to-day living so that the learning has meaning for us. We have developed a book full of practical problems presented by children in the class." (Grade 6)

"As each new process is mastered, the children use it in problems dealing with life situations. They enjoy working on arithmetical puzzles." (Grade 6)

"One of our outstanding boys drew plans of the first floor of his home, using metric system measurements." (Grade 6)

"My academically talented students keep records, mark charts, and help to keep graphs showing class progress in various subjects of the curriculum." (Grade 5)

"One of my boys has learned effective use of the slide rule." (Grade 5)

"Often the pupils of high ability show the class alternate methods of doing various operations in arithmetic work. For example, they have demonstrated the common denominator method of division of fractions, the subtraction method of division, the vertical method of multiplication of mixed numbers." (Grade 6)

"A committee prepared an exhibit on measuring devices commonly used. This was supplemented by a detailed report which delved into the historic development of our systems of measurement." (Grade 6)

"A number of children in my class have unusual ability in arithmetic. They make arithmetic puzzles; estimate answers; use number problems in the JUNIOR SCHOLASTIC MAGAZINE; use a Chinese abacus to figure problems; keep accounts of money collected; make models to illustrate fraction concepts; prepare an arithmetic center showing materials such as denominations of paper money, the yardstick, tape measure, and fractional parts. At present a group is doing research on arithmetic in a book entitled, THE WONDERFUL WORLD OF MATHEMATICS." (Grade 5)

"In arithmetic, in addition to the required drills and skills which we work on daily, there is opportunity to delve into such subjects as computers, history of numbers, measurement, money systems, and methods of counting. We have spent some time on these aspects of numbers, and have even touched on elementary geometry - angles, right angles, differences between squares and circles." (Grade 5)

In Creative Arts

"Some of the children who show special ability write chords for the autoharps, create music for flutes, and transpose simple melodies. They prepare special reports about composers, various kinds of music, and the histories of musical instruments." (Grade 6)

"Our music in connection with good fellowship led us to explore the folk songs and dances of different countries as well as the lives of many classical composers. Our talented musicians were inspired to perform in the assembly." (Grade 6)

"In dramatics, our talented children interpret the more difficult speaking parts in plays in the assembly. Puppets are used by outstanding children as a basis for providing an additional means of oral expression." (Grade 6)

"We have found a source of beautifully colored prints of famous paintings. After discussing some of the paintings, children have purchased varying numbers of the paintings. These have been used to compile attractive books for which children have painted appropriate covers. Each child has an opportunity to select a painting which he likes particularly, to tell why he likes it, and to tell a story about the artist. Several parents have either written or spoken to me about the great interest this project has created, and the growth of children's ability to identify pictures in the various places they visit." (Grade 5)

"Once in a while, one is thrilled when some child offers a really creative contribution. After reading 'February Twilight' by Sara Teasdale, Cheryl said quietly, 'I think I can sing that.' She arose and simply and sweetly sang a charming melody. After we had heard it several times, we were able to write the notes and play them on our set of bar bells." (Grade 4)

"Several children in the room who are talented in music have been creating their own musical compositions. Two of them brought their musical instruments to school and played their original scores for us. Two girls who are taking dancing lessons have done some creative dancing to classroom records." (Grade 4)

"Art offers great opportunities for creativeness. We experiment with all types of media. We try to develop fluency of imaginative expression; sensitivity, especially with regard to movement and space; fine quality of imagination; and directness of expression. The child gifted in arts needs to be acknowledged and encouraged to seek understanding of art material and techniques." (Grade 5)

"Original music and lyrics were composed by pupils for our class song. In music appreciation we have listened critically to the classics, opera, jazz, rock 'n' roll. The latter was the subject of a heated debate. Seventy-five percent of the children in my class are involved in some form of musical training in or out of school. Utilization of these talents gives great impetus to the classroom music program. In addition to the music period, other subject areas are enriched by contributions of music." (Grade 6)

"Children with exceptional abilities in music composed and edited music for our small classroom orchestra. This music was duplicated so that each class member might receive a copy. Our largest section in the orchestra is the flute section. A team of children arranged this same music for our melody flutes." (Grade 6)

"In the culture corner in our room we have placed prints of paintings of outstanding artists. We study the work of one artist at a time, studying the techniques used and the ways in which the artist used color. After careful analysis we have attempted to do paintings of our own using techniques and colors similar to those of the artist. Some of the results have been very satisfying." (Grade 4)

ORGANIZATION OF THE PROGRAM

The Committee recognizes that there is no single best way for all schools to provide for academically talented pupils. Programs of enrichment, various forms of grouping, acceleration in subject area, and acceleration in grade have been tried with varying degrees of success. At least for the present, acceleration in grade is not considered desirable at the elementary school level, except in unusual cases.

Authorization has been given to schools to organize on one or more of the following bases after obtaining approval of the district superintendent:

- The division of all pupils in Grades Three, Four, Five, and Six into groups within each grade, based on levels of achievement, for specific subjects. In this case, homogeneous grouping would be possible only in a comparatively large school.

- The division of all pupils in Grades Five and Six into groups based on levels of achievement, for specific subjects. This would mean homogeneous grouping and the combining of all fifth and sixth grade pupils for a particular subject--as for example, developmental reading or arithmetic.

- A similar division of all pupils in Grades Three and Four into achievement groups for specific subjects.

- The formation of special groups of pupils, without regard to grade designation, within the regular school day, for enrichment in language arts, arithmetic, science, or social studies.

- Beginning with Grade 3 or higher, the organization at each grade level of separate classes for the A. T.'s. The total instructional program would be provided in these classes, but provision should be made for natural involvement in total school living. This type of organization would be possible only in a large school.

- The organization of ungraded classes of A. T.'s for a two-year span beginning with Grade 3.

- The organization of a school based on developmental level grouping, beginning in Grade 1, crossing grade lines, as in an ungraded primary unit and an ungraded intermediate unit. All the children of Grades 1 through 3 and/or 4 through 6 would be grouped by maturity in development without respect to grade. As many different factors as possible would be considered. In subject areas, reading would be the prime factor. Each child would be placed in that group where the children were most like him in as many facets of maturation as possible at that particular time. The achievement spread for each group would be reduced, thus making possible far greater individualization of instruction as well as greater attention to the sequential nature of learning. Inherent in this organization is the necessity of making changes in grouping as need arises.

Provisions Within the Regular Classroom

In cases where no special grouping of pupils other than that of the regular grade classroom seems feasible or desirable, programs of enrichment for the A. T.'s should be carefully planned. A log or record of these activities should be maintained.

Acceleration in Subject Areas

Programs involving acceleration in subject areas may be planned for A. T.'s in the regular classroom, in ungraded classes, or in classes grouped by levels of ability and achievement. Such acceleration should be recorded carefully and these records should be forwarded when a pupil is assigned to another grade. The most usual form of acceleration is in developmental reading where pupils are not limited to the program of the specific grade. Instead, they move ahead as their achievement warrants. Fourth graders frequently handle fifth or even sixth grade materials. Arithmetic is another area in which acceleration beyond grade level is frequent.

Only when no other form of acceleration is available is incidental promotion permissible for a particular child.

SURVEY RESULTS

The Elementary School Subcommittee requested each principal to check the area which best described the plan of organization for the academically talented which was in effect in his school. The following is a summary of this questionnaire:

NUMBER OF ACADEMICALLY TALENTED CLASSES IN EACH GRADE

Grade	1	2	3	4	5	6	7	8
No. of classes	4	7	10	16	16	17	4	3

Total-- 77 classes in 12 schools

Only in large elementary schools is this type of grouping feasible.

NUMBER OF ACADEMICALLY TALENTED CLASSES COMBINING GRADE LEVELS

Grade	1 & 2	3 & 4	5 & 6	7 & 8	Other
No. of classes	0	2	6	1	3

Total--12 classes in 9 schools

Other Plans

- Primary unit: Grades 1 to 3 grouped by developmental level-- 1 school
- Intermediate unit: Grades 4 to 6 grouped by developmental level-- 5 schools
- Academically talented students grouped within the regular classroom for academic subjects
  - Within single grade level--118 schools
  - Combining grade levels-- 27 schools

- A number of schools reported organizational plans other than those noted above. Schools indicated special groupings for certain subject areas, such as arithmetic, creative writing, science, French, Spanish, reading, typing, incidental promotion.

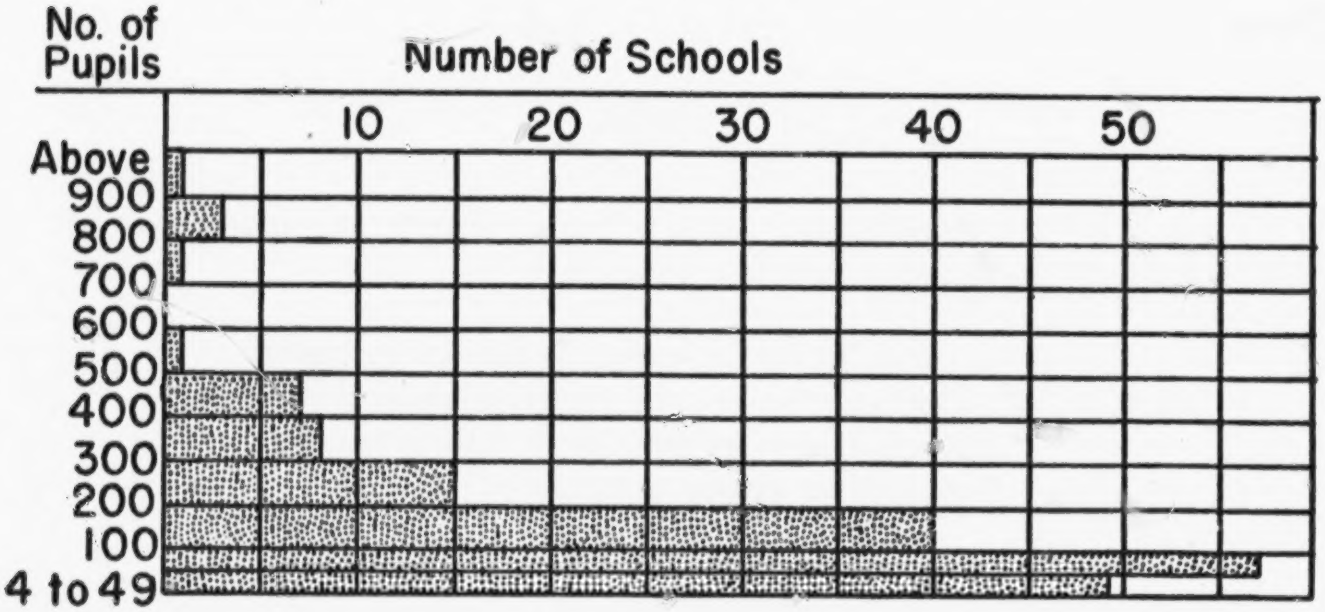
- In 22 schools a staff member has been designated to co-ordinate and guide the program for the academically talented; in 27 schools this function is in the hands of a committee. In many schools principals have assumed leadership and are working with the entire faculty as a committee of the whole.

SOME STATISTICS ON THE ACADEMICALLY TALENTED

On the basis of the replies to the questionnaire, the Committee made a detailed analysis of the number of A. T.'s based on the latest Philadelphia Verbal Ability score, in each of the 182 reporting elementary schools. Schools were asked to report the number of children in each grade from 2nd to 8th in the following categories--I. Q. 110 to 119, I. Q. 120 to 129, and I. Q. 130 and above. Certain data have been abstracted from this section of the questionnaire which discloses the complexity of the problem of meeting the needs of these children in our elementary schools. The following conclusions and graph are based on the total number of children in each school with I. Q.'s of 110 and above.

The largest number of A. T.'s reported in one school was 924. The smallest number of A. T.'s reported in one school was 4. Within this range, schools may be grouped as follows:

NUMBER OF A. T. PUPILS WITH I. Q.'s OF 110
AND ABOVE IN ELEMENTARY SCHOOLS



NUMBER OF SCHOOLS HAVING 25 TO 34 A. T.'s IN A GRADE SECTION

* Grade	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
No. of Schools	9	16	10	16	8	17	8	15	7	6	1	5	0

NUMBER OF SCHOOLS THAT COULD MAINTAIN GRADE SECTIONS OF 35 A. T.'s

* Grade	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
No. of Schools	9	24	13	21	11	24	11	21	13	10	5	5	2

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*At the time of this survey, the Philadelphia Public Schools were organized on a semiannual plan of promotion. Progression was from "A" to "B." Numbers obviously would be increased in terms of annual reorganization.

The Academically Talented
in Junior High Schools

"In our concern for all children, and especially our solicitude for the less fortunate, we have failed to create in America a climate in which intellectual giftedness can flourish with the assurance that it is prized and essential.

It is a thing of the spirit--the willingness to permit and to help each child to go as far and as fast as his ability will allow. It demands all our wisdom, all our insight, all our generosity."

THE GIFTED CHILD: HIS EDUCATION
IN THE PHILADELPHIA PUBLIC SCHOOLS
School District of Philadelphia, 1956

IDENTIFICATION

Academic abilities and special talents are more clearly discernible in the junior high school than at the elementary level. Teachers' marks, standard test scores, and I.Q.'s are of value in identifying the gifted; emotional stability, drive, personality, language facility, and social status are also factors influencing the academic achievement of the talented young adolescent. But with the increasing emphasis on identification of the gifted, new problems arise.

At any given socio-economic level, the superior pupil is better endowed than the average student. In some schools, classes have been formed where a 120 I.Q. is the cut-off point. In other schools, the arbitrary setting of a high I.Q. cut-off point separating the talented from the average would be injudicious, were this the single determining factor. In some junior high schools, teacher recommendations and pupil performance have more weight than verbal ability scores in the selection of the academically talented. No matter how they are selected, these pupils who perform consistently at a high level have the best opportunities for learning when they are grouped together.

SOURCES OF INFORMATION

A questionnaire was sent to all junior high schools and to all elementary schools having Grades seven or Grades seven or eight. Twenty-six junior high schools and twenty-eight elementary schools answered the questionnaire. Copies of these forms are appended to this report.

From the Division of Educational Research, the subcommittee obtained the number of 8A pupils in each junior high school with verbal ability scores of 120 and above, and the number with scores between 110 and 119, from the tests given in the spring and fall terms of 1959. (See pages 44-45.)

ORGANIZATION OF THE PROGRAM

Provisions When the Number of Pupils Is of Class Size

NUMBER OF SCHOOLS THAT PLACE A. T. 's IN SECTIONS

Types of Grouping	Number of Schools		
	Grade 7	Grade 8	Grade 9
Schools placing A. T. 's in "homogeneous" (ability) sections for homerooms and all subjects	13 *(5)	15 (2)	8
Schools placing A. T. 's in "homogeneous" (ability) sections for major subjects and in "heterogeneous" sections for homerooms and minor subjects	0 (1)	0 (2)	4
Schools placing A. T. 's in "homogeneous" (ability) sections for one or more of the following subjects: Developmental reading	6 (6)	6 (2)	2
English	1 (0)	2 (1)	2
Foreign language	0 (0)	0 (0)	3
Mathematics	0 (0)	2 (1)	0
Science	1 (0)	2 (0)	0
Social studies	1 (0)	2 (1)	3

*The numbers in parentheses refer to elementary schools.

Some schools group A.T. pupils together for all subjects and homerooms, others group the A. T.'s for major subjects only. A third method used by some schools consists of grouping A. T.'s for one or more subjects. The number of schools practicing these types of organization follows. Elementary school results are reported in parentheses.

The experimental academic junior high school section of the J.R. Masterman Laboratory and Demonstration School is organized in a special way. One group with I.Q.'s of 125 or more completes Grades 7 and 8 in one year. Another group, with I.Q.'s of 110 to 124 completes these grades in one year and a half, and a third group, with I.Q.'s of 95 to 109 completes the 7th and 8th grades in two years. All junior high school pupils at the Masterman School will use a full year to complete the work of the 9th grade.

Grouping in Homogeneous Sections

In the junior high schools where A. T. pupils are grouped in homogeneous sections for homeroom and all subjects, a variety of arrangements is practiced. The majority of the schools listed do not group the A. T.'s homogeneously in every grade.

SCHOOLS WITH HOMOGENEOUS GROUPS BY GRADES

Number of Schools	Grades Grouped in Homogeneous Sections					
	*7A	7B	8A	8B	9A	9B
1	▨	▨	▨			
7	▨	▨	▨	▨		
1	▨	▨	▨	▨	▨	
3	▨	▨	▨	▨	▨	▨
2			▨	▨		
1				▨	▨	
2				▨	▨	▨

* When this report was organized (1960), pupils were promoted semiannually from an "A" to a "B" grade.

Some junior high schools regroup pupils assigned to homogeneous sections when these pupils go to certain special subjects, as in developmental reading.

Provisions When the Number of Pupils Is Less Than Class Size

All elementary schools reporting that they have 7th or 7th and 8th grades make special provisions for A. T. pupils when there are not enough such pupils to constitute an average-sized class. A number reported giving these pupils individual attention and special assignments. Most schools attempted to enrich the work for the A. T. pupils.

Types of enrichment included research projects, creative writing of plays and poems, editorial and newspaper assignments, opportunities for group and class leadership, more difficult assignments, higher standards of work, and experiences in subjects of a higher grade or acceleration in particular subjects.

Seven junior high schools reported that they made special provisions for A. T. 's when there were fewer such pupils than would normally be rostered in one class. These provisions were:

- A. T. pupils were placed in sections with pupils of the next highest verbal ability scores.
  - a. One section of 35 pupils was established for each grade, 7A through 8B. The pupils for these sections were selected on the basis of their verbal ability scores, arithmetic, and reading test scores.
  - b. One section was established for each grade, 7A through 8A. The classes were given enriched assignments for home study.
  - c. One section of 41 pupils was established for each grade, 7A through 8B. Superior pupils in this school were encouraged to go to the academic high schools in the 9th grade.
- Special tutoring was given by the department chairman in mathematics, and individual rosters were made for pupils in the 9th grade.
- Special rosters were provided for pupils (Grades 7A through 9B) having marked talents in such areas as science, mathematics, English, and social studies. A sponsor teacher in the field of the special talent was assigned to each pupil for intensive guidance.

- A program of enrichment in English and special projects in mathematics was used in one school.

One school reported, "In the past, we have taken 15 academically talented students from each of the 7th and 8th grades. These pupils met twice weekly for sessions on critical thinking, the writing of prose and poetry, the fullest use of reference materials, improvement of reading rate, and better study habits.

"At present, we are attempting to translate this kind of program through weekly conferences with the teachers of the highest groups."

STAFF MEMBERS RESPONSIBLE FOR THE A. T. PROGRAM

Twenty-three junior high schools and twenty-two elementary schools replied to the questions relating to the use of personnel for the A. T. program as follows:

USE OF PERSONNEL FOR A. T. PROGRAMS

	Number of Schools			
	Jr. High		Elementary	
Personnel for A. T. Program	Yes	No	Yes	No
Does your school have a committee to study the program for the A. T.'s?	10	11	7	13
Are teachers specially selected for teaching the A. T.'s?	15	3	3	15
Is there a staff member designated to co-ordinate the program for A. T.'s?	11	11	6	14
If a staff member co-ordinates the program, does he have time designated on the roster for this work?	4	8	2	10
Do teachers of the A. T.'s have time designated on the roster for conferences with individual pupils?	2	17	5	12
Are opportunities provided for teachers to hold conferences with other teachers who are teaching the A. T.'s?	9	11	5	8

Selection of Teachers

Many schools reported that they assigned teachers to the academically talented pupils on the basis of experience, superior ability, interest, and talent in working with such people. In addition, schools considered such factors as the teacher's personality, ability to experiment, willingness to adventure with children, scholastic preparation, and grasp of subject adequate to stimulate these superior pupils. Selected teachers were assigned to A. T. classes on a rotation basis.

CURRICULUM ADJUSTMENTS FOR A. T. PUPILS

In Initiative and Leadership Development

The reports list numerous ways in which the curriculum is adjusted to fill the requirements of the talented.

A summary of the reports shows that the academically talented:

- Supply leadership for committee work
- Engage in experiments and independent research
- Read supplementary materials at an advanced level
- Serve on panels
- Do creative writing
- Create graphic projects, demonstrations, models, and exhibits
- Report on visits to cultural centers
- Participate on radio and television programs

In English

"Every effort is made to give the pupils opportunities to do creative writing, to improve oral English, to do advanced word study, to learn more details of grammar and to provide opportunities for reading the classics as well as other types of reading material."

"The teaching techniques used are varied in order to provide challenging individual assignments and activities to be done by small groups (dramatization, choral speaking, poems, reading, etc.)."

"Composition was a major project. We used pictures, material from social studies, personal problems, etc. for inspiration. Great stress was put upon the use of good English, correct spelling, facility of expression, and correct sentence structure."

"The class had a series of lessons on critical thinking. Lessons were initiated by the examination of printed advertising material, television commercials, etc., for exaggeration, false claims, inaccuracies, and propaganda."

"There are two classes in advanced reading for pupils of superior ability. These selected pupils meet one period each week for special reading instruction in advanced reading skills and for help with difficult reading material."

"In English there are additional units on newspapers and in biography. More attention is paid to creative writing in prose and verse. A more thorough knowledge of grammar and its use is required."

Additional enrichment for the A.T.'s reported by teachers in English included:

- An enriched literature program, including more home reading with detailed reports. Assignments were made from special reading lists. The lives and personalities of authors were studied.

- The writing of synopses of stories, editorials on current events, and character evaluations. Projects included writing for the school magazine.

- Debates and talks on current issues and events. Pupils were encouraged to make oral reports on their outside interests and hobbies. Research was included.

- Extensive vocabulary work. Word lists were made from magazine readings and other sources. Word study included rules of spelling and the manner in which words are formed. Greater use was made of the dictionary.

- The appreciation of beautiful poetry and well-written prose. These were emphasized to provide inspiration for creative writing by pupils.

- Opportunities for written expression by exchanging communications with pupils in schools in other parts of the United States and in foreign countries.

- Practice in organizing ideas. Outlining was taught with practice on outlining articles in magazines. Newspapers were used to practice skimming and to learn the relative importance of articles of news.

- Finding main ideas and forming good study habits in a developmental reading program. The work included learning how to prepare for and take an examination. Practice was afforded in adapting reading rate to purpose and material.

In Social Studies

"Textbooks and supplementary materials on a more difficult level are assigned to the pupils of highest ability in order to secure more depth in the subject being studied. These pupils are also encouraged to chair committees and to act as resource persons on committees. They are sometimes expected to make trips to the Free Library, the Historical Society, and other places. They go either individually or in small groups. Reports of such trips are made orally or written in good paragraph form."

"Pupils enjoy opportunities for discussion and debate. They plan skits to illustrate what they are studying. Dramatization is permitted on a limited basis, because much time is necessary for the planning stage."

"When the subject matter warrants it, children are encouraged to create 'You Are There' art and history stories. They read about the lives of Revolutionary leaders, stories from American Heritage which they write up as book reports. All assignments are given many days in advance."

"After proper instruction in outlining is given, these pupils are urged to outline all classwork, using both topic and sentence outlines. Extra credit assignments are based on articles in such newspapers as THE NEW YORK TIMES, which the pupils upon occasion use to interpret difficult cartoons, or use as a basis for drawing maps, cartoons, graphs, or time lines."

"I use thought questions in order to develop an interest in the cause of certain events. Because of the homogeneous grouping, the class can go at a faster pace in covering the work. I try to make children self-reliant by developing in them the skills they need to work independently. These A. T.'s are given opportunities to express opinions, to make comparisons, to organize and apply the facts they learn. I use subjective rather than objective tests."

"When a report is given to the class by one of its members, the audience is held responsible for learning the important facts, repeating them either orally or in writing."

Additional enrichment for the A. T.'s in social studies included:

- The use of original source material where possible, and a wider use of standard reference works for reports. The employment of greater detail and the use of maximum information was emphasized.

- Creative writing based on reading and discussion. Poetry, music, panel discussions, debates, plays, and novels were used. Social studies problems became composition topics. Quizzes and puzzles were constructed.

- The preparation of bulletin boards and scrap books. Visual aids were created and intensive map work was employed.

- A new course combining elements of the social studies courses for 7th and 8th grades. This was developed by teachers in the Masterman school to combine two years' work into one.

In Science

"We try to have them develop the scientific approach to all their work by raising a question and having them use the scientific method in finding an answer to it."

"We have rostered two additional periods of science weekly for our gifted students. One period is given to the history of the pioneer scientists. The second period is a science symposium, at which time outside speakers from industry and heads of senior high science and mathematics departments address this group."

"We encourage individual or group experiments along specific lines and hold demonstrations by pupils of experiments in their special hobbies. (The safety factor is never forgotten.) We encourage the building of models and charts, outside research, reports, use of current scientific magazines, scientific reports on radio and TV programs, and the reading of scientific articles in newspapers. We provide opportunities for students to show evidence of their understanding. We encourage visits to lectures and conferences, the Planetarium, museums, botanical gardens, the Zoo, and the Franklin Institute. We point out relationships between scientific knowledge and pupil interests in such areas as photography, hi-fi, radio, television, and sports. We try to develop a healthy critical attitude and the use of the scientific method in thinking."

"An after-school science study group specifically included the members of this superior group. Soon members of other superior classes as well as some selected individual members of other groups began to attend weekly meetings and the group became known as the 'Science Club.' "

"We insist that the superior student be more on his own--do far more work both in quantity and quality. We expect his reading to be far more extensive and intensive. We encourage the superior child to go to many texts for his facts. The library becomes a valuable and important adjunct to science. We place emphasis on his understanding of the 'why's' of science and on his use of the scientific method of procedure to make sure that there is real learning. We encourage free and independent thinking and research within the limits of our topics."

Additional enrichment for the A. T.'s in science included:

- Advanced reading and research activities. Pupils read biography, history, and fiction in science areas. Magazines and journals of a popular nature were referred to, and newspaper reports of scientific progress were used.

- Creative activities. Novel approaches were encouraged in such scientific hobbies as the mounting of insects and flowers, marine collections, experiments with tropical fish, and photography. Pupils participated in research projects involving experimental-control situations. Original models were produced.

- Oral and written activities. Among them were reports of field trips and interviews with scientists and other resource people. Oral work included panel discussions. Written activities incorporated the compiling of scrapbooks illustrating scientific principles as well as the completion of term papers.

In Mathematics

"I work with the A. T.'s individually to eliminate the useless repetition of basic operations in which they are efficient. This additional time is used for an enrichment of experiences with more advanced concepts growing out of and related to the course of study. As a result, better pupils can advance more rapidly and explore the implications of simple concepts more fully."

"A great many word problems were included which required quantitative analysis. The pupils were also asked to prove to themselves some of the concepts learned in class by making geometric models at home. Independent thought was encouraged by having the pupils develop their own methods of solving problems."

"We condensed two terms' work into one (8A-8B), extended the content in 9th grade algebra, and introduced 10th grade geometry in 9B."

"To challenge the A. T.'s, I usually include difficult extra credit problems in class work, homework assignments, and tests. In addition, I teach a variety of short cuts that the rapid students use to good advantage."

"An enrichment program, mostly in depth, was developed. It included additional problem-solving experiences of practical social situations, and a deeper insight into the meaning and relationship of numbers."

"The work included the introduction of semi-formal geometry, solid and plane; analytical geometry; and an examination of number systems other than our own. Pupils studied the lives of famous mathematicians."

"Pupils were asked to construct puzzles, make up 'real-life' problem situations, keep a mathematics notebook, and construct models of geometric forms."

Additional enrichment for the A. T.'s in mathematics included:

- Graph work on an individual basis which correlated with social studies, health, and science. Using magazines and newspapers, scrapbooks in mathematics were made.

- Frequent thoughtful questions which led to discussion, research, letter writing, and more discussion.

- Some phases of modern mathematics in addition to the regular work. Abstract concepts were more fully discussed and optional topics were explored.

- Problems related to the world about us. Pupils figured the family taxes, as well as water and sewer rents. Costs of buying floor carpeting were computed. The heights of buildings were measured.

In Foreign Language

"The Latin course included original compositions, translations of Christmas carols, the construction of maps, calendars, armor, weapons, jewelry, and dress--all pertaining to the life of the Roman citizenry."

"Outside readings and reports were made on the historic and cultural aspects of the country and the language being studied. The foreign language was used by the class to develop a larger vocabulary of English words. English words and their foreign equivalents were correlated by the class."

"Grammar is presented by the inductive method. Here the student is given examples and he discovers the rule for himself."

"As an experiment this past term, the A. T. 8A section was divided into two groups of 20 each for a two-period introductory course in French and Spanish. Each student spent half the semester in the French class and half in the Spanish class. The course aimed to aid 8B language selection and stimulate a wider acceptance of language and language opportunity."

"Charts and booklets were prepared which related the study of Spanish to other subjects. An example is the map-chart listing products found in Mexico. Book reports dealing with life in Spain were written."

"Classroom instructions, elementary conversation, and dictation in German were used for aural comprehension. The work could be covered at a faster pace because of the homogeneous grouping."

Additional enrichment for the A. T.'s in foreign language included:

- Increased emphasis on speaking the language.

- Individual projects, reports, and contracts. Pupils developed notebooks which contained the cultural facets of the country whose language was being studied.

- The use of a tape recorder so that each pupil could hear his own mistakes in pronunciation.

- Recordings in the foreign language which were used to emphasize pronunciation. Foreign language newspapers and magazines were used in class.

- An occasional pupil presentation of the lesson. A pupil must know a subject in order to explain it. Pupil tutors were used on a limited basis.

- More complex exercises in grammar. More extensive drill was used in pronunciation and vocabulary.

In Club Activities

"Our A. T. children are selected for leading roles in many clubs; e.g., Dramatic Club, Student Council, Student Court, and the Editorial Staff of the school magazine. They lead in the orchestra, choruses, foreign language clubs, dancing clubs, and the Gym Leaders' Club. Many of them represent us at junior high school meetings and conferences. They also take an active part in our assembly programs and are outstanding members of our school teams. Our Booklovers' Club members and our Library Aides are mostly A. T. pupils."

"The Junior Classical Club, affiliated with the Classical League, presents challenging experiences and interesting contacts for our Latin pupils. The Electrical Experiments Club and the Wireless Club are of particular interest to some of our A. T. boys. The Broadcasters' Club consists of selected pupils who display talent in the writing field and who are interested in journalism."

"A selected group of students with better than average ability is assigned to the Reading Skills Club. A special reading techniques program based on the developmental needs for those selected has been developed. It aims to improve the reading techniques of good students, help them to recognize, develop, and understand uses of different methods needed for different reading purposes, and to develop reading skills and experiences commensurate with their mental ability."

ARTICULATION

Twenty junior high schools responded to questions about their plans of articulation with elementary and senior high schools. While all junior high

schools have articulation programs, these questions dealt specifically with the academically talented. To specific questions, the replies were as follows:

ARTICULATION WITH ELEMENTARY AND SENIOR HIGH SCHOOLS

Do you have any special articulation plans with the elementary schools for the A. T.'s?	**YES - 14**
Do you have any special articulation plans with the senior high schools for the A. T.'s?	**YES - 10**

A summary of the responses indicates:

- **Principals of elementary schools meet with their teachers and counseling teachers to make recommendations for junior high school pupil placement. Some reports state that a survey form is used to indicate special talents of elementary pupils, and those schools teaching foreign language recommend which pupils should continue this study.**

- **Junior high school counselors visit elementary schools and secure information for placement.**

- **In the J. R. Masterman Laboratory and Demonstration School selection for admission is made by the district superintendent.**

- **All elementary schools supply junior high schools with information enabling them to group pupils and the A. T.'s are included in the general articulation procedure.**

- **Junior high schools send records and special notations to senior high schools. Lists of A. T.'s and recommendations for advanced placement in mathematics and foreign language are sent to some high schools.**

- **Junior high school counselors meet with counselors of senior high schools to discuss A. T.'s. Other representatives from the senior high schools visit junior high schools to explain opportunities for the A. T.'s. These might include a department head, a counselor, or the teacher in charge of the college bound. In some instances the principal, counselors, and the district superintendent meet to discuss high school placement.**

- Some high schools conduct standardized tests of pupils in the elementary schools having 8th grades.

- The academic high schools select pupils on the basis of I. Q. and achievement during the year prior to the application for admission.

GUIDANCE

The bright young adolescent can have problems, too. His advanced mental ability leads adults to expect a corresponding emotional and social maturity which may not exist. Actually, these boys and girls in most ways are like other adolescents. The average A. T. is as fun-loving and mischievous as his fellow schoolmates, and when he applies himself, he can be a leader along these lines, too. He can have problems in getting along with others, home problems, financial problems, and sometimes, even scholastic problems. He needs continual guidance.

The junior high schools and elementary schools with 7th and 7th and 8th grades reported on their guidance programs as follows:

SPECIAL GUIDANCE FOR A. T.'s

		Yes	No
Do you provide any special guidance features for the A. T.'s?			
	Jr. H.	11	7
	Elem.	2	15

"The pupils of highest ability in our school are given individual help with their educational and vocational planning by homeroom advisers, by counselors, and frequently by the principal. This help includes conferences with individual pupils, often his parent, and referral of the pupil for special guidance opportunities. These opportunities include membership in technical-science groups which have stimulated interest in scientific professions through scientific projects, excursions, and contacts with consultants.

"These pupils are school representatives at career conferences arranged by community groups. Such meetings conducted in our school usually feature sectional group discussions planned to interest pupils of higher ability in professional opportunities stressing services to society."

"Whenever special programs are planned for the academically talented, staff members consider the previous educational records of the pupil in order to assure a desirable balance in his program. They seek to prevent problems of maladjustment."

"The group educational guidance in the 8th grade is aimed at using the maximum abilities of all pupils regardless of financial conditions or parental indifference. After preliminary guidance is given in the area of subject selection for the following term, the child is asked to take a letter home explaining curriculum offerings and to bring it back signed by the parent. These letters are then reviewed by the counselor with the cumulative record containing scores of intelligence and achievement tests at hand. If a child of high intelligence has indicated a course which does not seem challenging, he and his parent are interviewed and opportunities for higher institutional training are further explained. The parent is urged to work with the school in helping his child on to some training beyond the high school level. Appointments are arranged with the adviser for college placement so that he may explain further the scholarships available."

Other replies indicate:

- The program provides for the continuous evaluation of pupil progress, conferences with parents and pupils, and flexibility in the placement of pupils.

- Parents are informed of pupil progress after each report. They are invited to the school to discuss proposed plans for the A. T.'s.

- Pupils who should select or continue academic courses are interviewed at course selection time. Special guidance about high school offerings is given to them. College information is supplied wherever it will be of value.

- Career conferences are held in schools, visits are made to universities, and community organizations are used to stimulate interest in vocational areas requiring further education.

EVALUATION

Junior high schools and elementary schools with Grades 7 and 7 and 8 responded to the question:

EVALUATING A. T. ACHIEVEMENT

Do you use additional and/or different criteria in evaluating the achievement of the A. T.'s ?		Yes	No
	Jr. H.	4	14
	Elem.	4	12

Several of the schools indicated that they were giving serious consideration to this problem. Some schools indicated that the additional criteria included:

- A high degree of achievement.
- Leadership in group activities and outstanding participation in discussion.

Junior high and elementary schools responded to the following questions:

PROCEDURES IN MARKING A. T. CLASSES

In marking pupils in your A. T. classes what procedures do you follow:

		Yes	No
1. Pupils so grouped cannot get less than A or B	Jr. H.	0	12
	Elem.	3	3
2. Pupils not in the A. T. class cannot get higher than B	Jr. H.	0	12
	Elem.	1	3
3. A low achieving pupil in A. T. class can get C or less	Jr. H.	11	2
	Elem.	4	1

Many of the responding schools indicated that one or more of the following criteria were employed for placement in or removal from A. T. classes:

- Achievement in previous term, I. Q., standard test results.
- Teacher evaluation.
- Teacher recommendation, counselor recommendation, marks, test scores.

- Achievement.
- Selected test scores.

The time for removing pupils from A. T. classes varies from school to school. This became obvious when the replies to the following question were examined:

REMOVING PUPILS FROM THE A. T. PROGRAM

If pupils are dropped from A. T. sections, when is this done?		Yes
1. At the end of term	Jr. H.	8
	Elem.	4
2. At end of report period	Jr. H.	1
	Elem.	1
3. At any time	Jr. H.	9
	Elem.	4

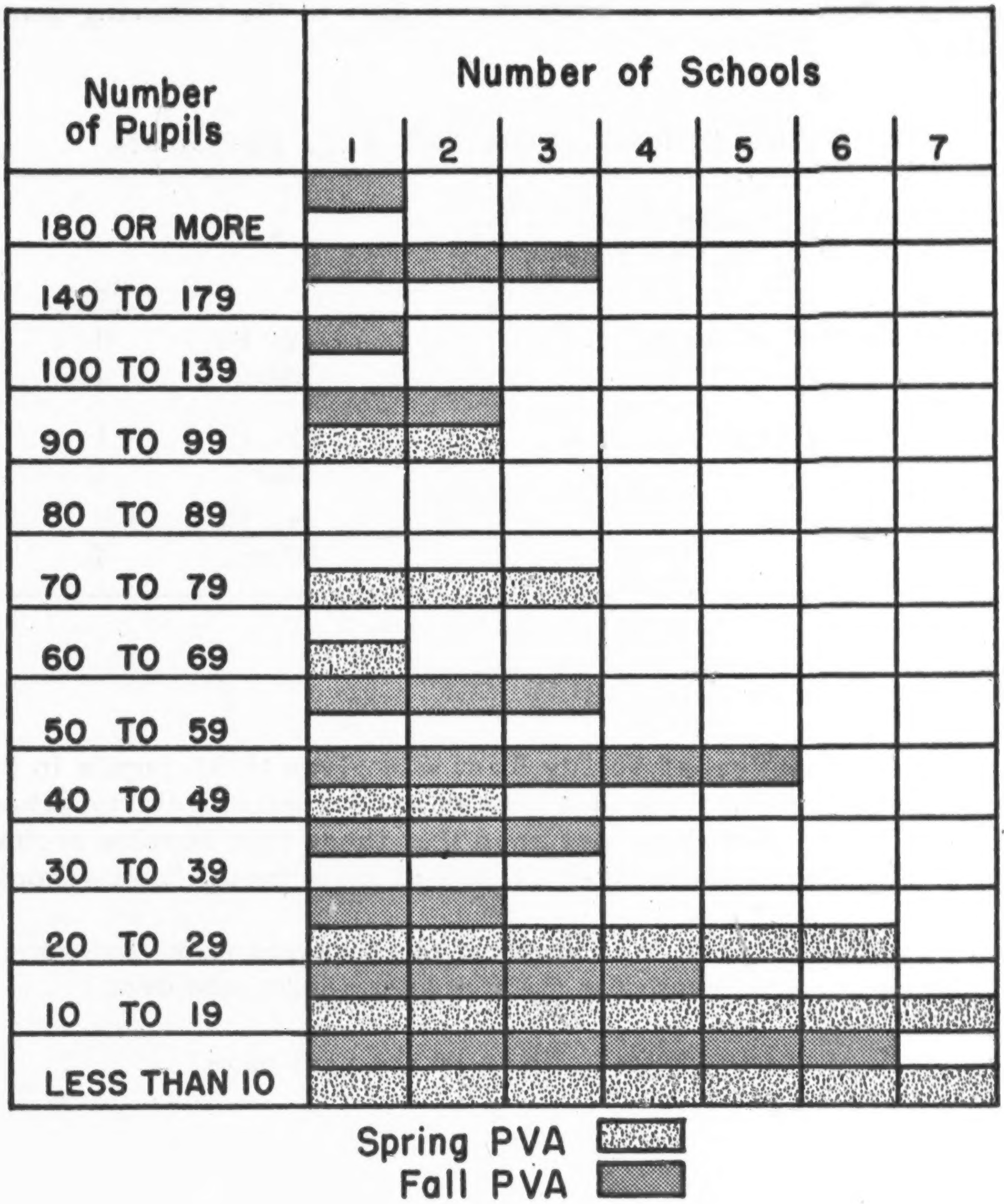
NUMBERS OF A. T.'s IN JUNIOR HIGH SCHOOLS

The Philadelphia Verbal Ability Test was given to 8A pupils in twenty-eight schools in the spring term of 1959 and to 8A pupils in thirty schools in the fall term of 1959. It may be assumed that these test results probably resemble the I. Q. distribution in all grades of most junior high schools.

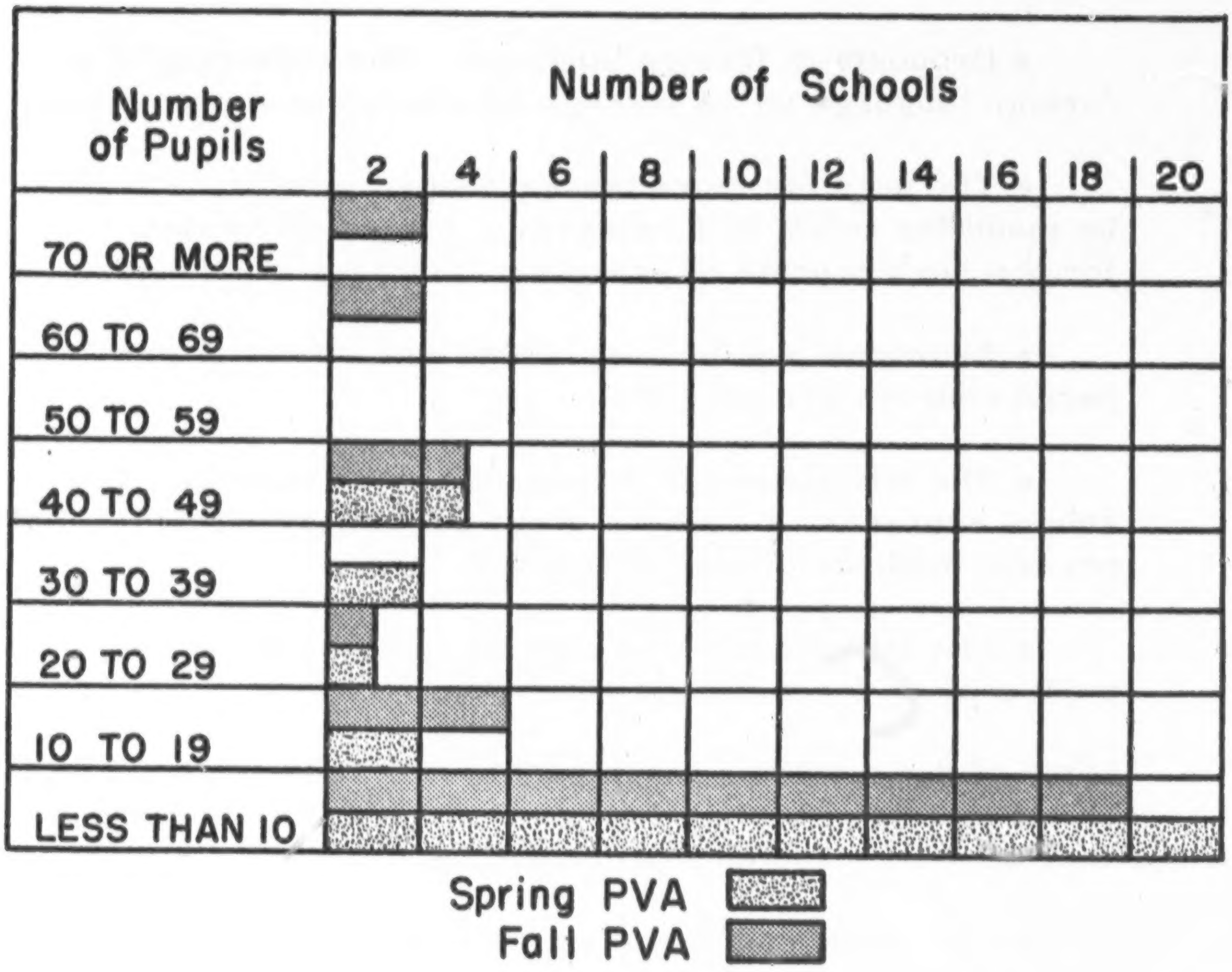
The summary indicates the nature of the problem faced by some schools in setting up a program for their academically talented.

A summary of these scores follows on the next page.

SCHOOL PLACEMENT OF 8A PUPILS WITH I.Q.'s OF 110-119



SCHOOL PLACEMENT OF 8A PUPILS WITH I.Q.'s OF 120 AND ABOVE



PROBLEMS IN PROVIDING AN A. T. PROGRAM

In its study, the subcommittee invited statements of special problems which at least some schools face when attempting to provide an adequate program for the A. T.'s. Seventeen junior high schools and eighteen elementary schools responded.

Junior high schools are concerned with:

- The inclusion of less able pupils in classes with A. T.'s. In some schools there are too few pupils to form two- and three-track offerings. Some schools have difficulty in providing for the A. T.'s remaining in the 9th grade since many able pupils go to the academic high schools at that time.

- The wide range of abilities represented in the groups of 125 I. Q. and above and the groups of 110 to 124 I. Q. When plans are made for block rostering, there is a lack of uniform ability in various areas of study.

- Dropouts in foreign language. The rostering of a foreign language in 7A through 8B can become a problem.

- The need for more teachers when provisions must be made for small A. T. classes. A need also exists for teachers capable of providing enriching experiences.

- Additional equipment, books, and specially prepared courses are needed.

- The differences in standards among schools. One school expresses a concern about the limitations in present methods of identifying A. T.'s.

- The attitude of some parents in opposition to a pupil's plans for a college education.

Many of the problems mentioned by the junior high schools are also of concern to the elementary schools which have Grades 7 and 7 and 8. In addition, they have the problems presented by:

- The small number of pupils in those schools, particularly in Grades 7 and 8.

- The necessity of providing challenging experiences for the few A. T.'s in each grade.

- The lack of adequate preparation time required by teachers to plan activities for the A. T.'s.

REASONS FOR LACK OF HOMOGENEOUS GROUPING OF A. T.'s

Sixteen junior high schools and twenty-four elementary schools having 7th or 7th and 8th grades reported various reasons why they were unable or perhaps unwilling to group A. T. pupils in homogeneous sections. These were:

REASONS FOR LACK OF HOMOGENEOUS GROUPING

	Number of Schools	
	Jr. High	Elem.
Philosophic disagreement with ideas	2	3
Insufficient number of A. T.'s	12	22
Insufficient number of classrooms	3	8
*Insufficient number of teachers	4	13
Insufficient teacher preparation for type of instruction required	3	3

*Teachers are assigned to schools on the basis of total enrollment. If the number of A. T.'s is insufficient to form a normal-sized class, the school may not have enough teachers to set up separate classes for A. T. pupils at each grade level.

The Academically Talented

in Senior High Schools

> "The task of properly identifying all of these academically talented students, who, given the chance, will become the educated, trained thinkers of tomorrow is no small one. It can be done, however, and we are on our way to doing it now."
>
> The Conference Report, THE IDENTIFICATION AND EDUCATION OF THE ACADEMICALLY TALENTED STUDENT IN THE AMERICAN SECONDARY SCHOOL. Washington: National Education Association, 1958. p.26.

RECOGNITION OF THE ACADEMICALLY TALENTED

More high schools throughout the nation, as well as in Philadelphia, are directing their efforts toward recognizing and solving the problems of educating the academically talented student, and schools that have been conducting educational experiments have made progress. An increasing number of Honors Programs at all levels in colleges and universities throughout the country are reported in each issue of THE SUPERIOR STUDENT, newsletter of the Inter-University Committee on the Superior Student. Harvard, Yale, Princeton, and the University of California have been pioneers in the development of special seminars for gifted freshmen.

The President's Science Advisory Committee Report recommended that a nation-wide effort be made to pay more attention to A. T. students: those in the upper 15% or 20% of their age group.

Other reports at a national level verify the assertion that Philadelphia high schools are in the vanguard of what is a necessary and inevitable march toward one goal of our society, that of helping each individual to fulfill the promise that is in him.

General comments on the A. T. program in senior high schools include the following:

"The advantage of the advanced curriculum lies not so much in the possible acceleration in college--three years instead of the normal four--as in the enrichment of the high school course itself and the opportunity afforded the ablest pupils to extend themselves for the personal satisfaction of doing work commensurate with their talents. The essence of the advanced courses is not increased busy-work or merely a heavier load of reading or laboratory work, or more writing, or more computations. The advanced courses place emphasis upon mastery, thoroughness, a dynamic command of knowledge, and above all, an ability to think resourcefully and, it is hoped, creatively, within an academic discipline. These are the aims of all our studies, but of our ablest pupils we expect deeper exploration of a subject and subtler reflective thinking about it."

"The attention of the administration and the staff of our school is focused on the problem of discovering and developing the gifted. We feel they have not always had their share of attention. In addition, we continue to serve those of lesser demonstrated ability in an effort to raise their standards of attainment to the highest possible point."

"When a few bright pupils are enrolled in an average class, they rarely get the education they deserve. Because the demands of the slower pupils are more insistent than theirs, little teacher time and energy are left for the gifted, and they do not get the teaching and guidance essential to their full development."

"In the belief that the effective utilization of our best brain power--wherever it may be found--is quite as important as the improvement in fundamental understanding on the part of our least gifted, our staff by unanimous vote urges that provision be made at the earliest possible moment for the assignment to each school of a number of extra teachers at least equal to the number of remedial teachers now provided; such assignment to be made with the clear understanding that the school would use such extra teachers' time to set up under the instruction of the best available teacher in each case, small super-premium classes consisting of those students most highly gifted in the respective areas of instruction."

DEFINING THE ACADEMICALLY TALENTED HIGH SCHOOL STUDENT

The present report is primarily concerned with the high school student in Grades 9 or 10 through 12 who has an I.Q. of 120 or above. In September, 1960, the Division of Educational Research of the Philadelphia Public School System published the results of a study of the DISTRIBUTION OF PHILADELPHIA MENTAL TEST RECORDS OF 10A PUPILS ON ROLL MARCH 31, 1960, by curriculums. The report states that pupils with I.Q.'s of 110 and above make up 88% of the college preparatory curriculums, although these curriculums represent only 37% of the total high school enrollment. The report further declares, "Seven schools have only from two to ten academic pupils in Grade 10A who have I. Q.'s as high as 110. These schools are faced with a complicated problem if they are to offer any wide range of academic subjects on the college level."

CURRICULUM DISTRIBUTION OF 10A PUPILS
WITH I. Q.'s OF 110 AND ABOVE

10A pupils with I. Q.'s of 110 and above	I. Q.'s from Philadelphia Mental Ability Test (10A Grade)			
	110-119	120-129	130-139	140-up
No. of pupils in college preparatory curriculums	780	363	69	3
No. of pupils in non-college curriculums	140	22	2	0
No. of pupils in all curriculums	920	385	71	3
No. of pupils in 2 all-college preparatory schools in 10A (from I. Q.'s recorded March 19, 1959)	177	187	44	3

Problems involving the organization of classes and the curriculums of A. T. pupils vary widely in individual schools, from schools having very few pupils with I. Q.'s of 110 and above, to the two all-college preparatory schools with entrance requirements of a minimum I. Q. of 110, plus an A--B report card record in the lower school.

This report describes what senior high schools are doing to identify, group, and teach in the best way possible 13% of the pupils in 10A, and their counterparts in grades 9, 11, and 12. Figures for pupils in other grades are not included, but presumably they are relatively the same.

IDENTIFICATION

Criteria for the selection of the A. T. students in our 21 high schools have been generally agreed upon, and are the following:

- Philadelphia Mental Ability Test, now used in 13 schools, with the selection score varying from 100 in 3 schools, to 125 and up in 2 schools.

- **Students' marks, with 14 schools requiring an A--B average for admission to special classes.**

- **Standardized test scores, including Otis, SAT, and National Merit scores.**

- **Teacher recommendation, including reports from counselors and department heads.**

- **Personality, energy, work habits, drive, reliability, and physical and mental health.**

When used together, teachers' grades and objective test results provide sound criteria which will aid in the identification of gifted students. The validity of identifications based on one criterion without the other, however, is questionable. Objective test results can indicate extent of knowledge, aptitude for learning, degree of mastery, and like acquisitions bearing on giftedness or absence of it. Objective tests, however, do not indicate the extent of development of such important character traits as attitudes, work habits, and reliability.

Teachers' grades, on the other hand, are in part subjective judgments which reflect pupil character traits. In every good teacher's grades (judgments) there are many objective elements; nevertheless, such judgments of necessity are influenced by the teacher's background, sympathies, and values as well as by the character traits of his pupils. Often a pupil's character traits influence teachers' judgments unduly and result in grades which represent mastery plus a bonus or minus a penalty. Objective test results and teachers' grades are, consequently, complementary, as well as supplementary, one to the other. Both are needed to help identify the academically talented.

Many experts agree that only an individual psychological clinical examination can accurately determine the abilities of students of very high intelligence. At present the group tests are not so constructed as to differentiate clearly among students in the "genius" group.

ARTICULATION

While articulation has always existed between the senior high schools and the elementary and junior high schools, specific articulation concerning the placement of A. T. 's has steadily improved.

The Philadelphia Public School System has several patterns of organization: K--6, K--7, K--8; junior high schools with Grades 7, 8, and 9;

high schools with Grades 9--12 or 10--12; and two junior-senior high schools. Good articulation is the concern of individual schools and it depends upon close co-operation between the counselors, the counseling teachers, and the principals of the "sending" and "receiving" schools.

Articulation is implemented in many ways; among them are the following:

- Articulation is brought about through inter-school visitation by counselors to discuss placement, by forwarding records and information about the curriculum completed in the lower school, and by talks on opportunities for the A. T. pupil in the high school.

- Some students receive credit for advanced work in algebra I and/or foreign language I or I and II satisfactorily completed in the lower school. Lists of names of A. T. pupils meeting the requirements for advanced placement are suggested by teachers of the subject or subjects concerned. Rosters are then made in the high schools for these students, placing them in the correct sections. Sometimes the high school department gives an examination in the subject to double-check the correctness of the recommendation.

- Other examples of articulation may be found in the junior high school section of the report.

ORGANIZATION OF THE PROGRAM

The placement of A. T.'s in separate, relatively homogeneous classes is common, and there is a growing acceptance of the belief that the pupil-teacher ratio for these classes should be reduced to permit the rostering of small classes, when and where such classes would be effective.

At least twelve high schools now have special programs for academically talented students, with a department head, vice principal, or teacher as co-ordinator. In some cases all the department heads form a directing committee. Nine schools have such committees working with a co-ordinator. These classes are variously named; as "X" classes, "Honor" classes, "A--G," "Advanced," or "Star" classes.

Some organizational considerations made in the high schools follow:

- Whenever possible, the school has a block roster from the 9th or 10th grade through the 12th, in which all, or as many as possible of the talented pupils proceed together. A few pupils may be moved out of or into these groups as experience indicates the necessity for it.

- The groups are kept as small as the roster and the pupil-teacher ratio will permit.

- Where A. T. students are not grouped in homogeneous classes,they are stimulated toward enriched experiences through problem-solving, organized research, experimentation, further utilization of the creative imagination, personal contacts and conferences, library activities, committee work, special assignments, trips, and club activities.

- While it is recommended that the gifted be assigned special classes in any field where they have particular talents, they should associate with all other students during some part of the school day: in the homeroom, in activities, in sports, and in some minor subjects.

- Wherever the size of the school permits, parallel classes are rostered so that a pupil who does not meet the requirements of work for the A. T.'s may be transferred to a slower or normal section. In other cases, a pupil may remain in the Honors class, but not receive the extra points of credit usually given for completion of such work. Changes of class or section are not made without serious consideration of all factors, such as ability (to see if original placement was correct), health, etc. Changes are not made if there are indications that a bright pupil is merely tired of working to capacity, and wishes to get a higher mark in an easier section, perhaps so as to have a higher rank in class at graduation, and a better chance for a scholarship.

- Additional minors, conversation classes, before-and-after-school tutoring, and clubs are provided in many schools.

"In Grades 9, 10, and 11, the block-roster classes are rostered together in English, social studies, mathematics, and science. In Grade 12 they are rostered together in English and history. In science and mathematics they are rostered with students from our starred classes in these two subjects.

"In Grade 12A, in mathematics, we roster students of outstanding attainment--students who contemplate a career in engineering, in mathematics, or in science--for both solid geometry and trigonometry. In Grade 12B, the students who have completed formal high school mathematics are rostered to a semester of advanced mathematics, the work of the course involving an introduction to college algebra, analytic geometry, and calculus.

"In Grade 12B, students who have demonstrated their ability and attainment in science are rostered for a course in advanced science in which the beginnings of college chemistry and physics are taught.

"The teachers of the A. T. pupils are carefully selected for their ability to teach these groups.

"Because some students do not demonstrate ability and high attainment in all subjects, we provide 'starred classes' in each of the subject fields. For example, a student who has shown excellent ability and attainment in English but not in science and mathematics is rostered together with others who have demonstrated ability in English. Starred groups are provided in English, social studies, science, foreign language, art, commerce, music, etc. Students of average or better than average ability, whose attainments are not outstanding but who are definitely college-bound, are rostered to what we call 'college-bound' classes."

"In order to conserve and develop the native talent of students of our school, a group known as 'Honors Group' was organized in 1935. The school was excessively over-crowded and the Honors Group was deemed indispensable if we were to prevent such talents from being lost."

"In exceptional cases, students may be added to or dropped from the Honors Groups up to the 11A grade. Beyond that, they may be changed to average sections, but in no case may they enter the Honors sections after the 11A grade."

Teacher Selection

The characteristics that are needed for success in teaching the gifted child are essentially those one hopes to find in every master teacher. A judicious combination of academic and personal qualifications is required.

A sense of humor is important, as is a sympathetic understanding of the special psychological problems of the A. T. student. A willingness on the part of the teacher to answer all types of questions, and to admit that he does not have all the answers, but will work with the student to find them is basic.

Once selected, the teacher of the A. T. pupil frequently avails himself of the many opportunities for further in-service training, such as is provided through the Summer Institutes of the National Science Foundation. Many of our teachers are enrolled in these and similar programs.

Parental Support

Most schools find that when grouping able students in special classes, it is highly desirable to have the understanding, support, and consent of both the parents and the student. This consent is rather easily obtained if the school approaches the parents with enthusiasm about the program and helps them to understand how much the pupil will gain by working with his peers.*

CURRICULUM ADJUSTMENTS FOR A. T. PUPILS

In Program Enrichment

In general, the high schools subscribe to the policy of enrichment in depth and breadth rather than to that of acceleration. The advanced placement program of one school, and certain classes in other schools which permit advanced placement in individual subjects because of the intensive nature of the work, are exceptions to this policy.

The limitation of this survey to the academically talented student precludes a full description of the rich opportunities provided for the girl or boy who is gifted in such non-academic areas as art, music, and leadership.

To mention a few highlights, there is the All-City Orchestra, made up of the best players from all the high school orchestras. It rehearses once a week in the evening, and makes provision for free instruments and free lessons from outstanding teachers in the city. For singers, there is the All-City Chorus, recruited in the same way.

For talented artists, there is, in addition to regular work done in the school studies, a Saturday morning Art League; an Annual Scholastic Art Exhibition, sponsored by a large department store, and affiliated with SCHOLASTIC MAGAZINE; and many opportunities for entering poster contests.

Leadership outside the school is stimulated by several forums, where young people from the city and surrounding areas have the opportunity to be elected to office, such as a Model United Nations Assembly, directed by the World Affairs Council, and a Civic Forum League sponsored annually by Temple University.

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* See form letters to parents in the appendix, pp. 77-80.

The Division of Radio and Television arranges many weekly appearances for talented pupils on both commercial and school programs.

The curriculum guides for most subjects include suggestions for enrichment and further study. A few illustrations of these opportunities for enrichment in the major fields are included in the report. Although a common philosophy in dealing with the A. T. 's is followed, procedures necessarily vary from school to school.

- It is common procedure to require that talented students take five major subjects throughout their senior high school course.

- A trained teacher of reading is appointed to the faculty of each high school. His services are used in two ways: first, for remedial work with pupils of low or average ability; and second, with academically talented students who wish to increase their already high levels of reading ability so as to improve their C. E. E. B. and National Merit Scholarship scores. Courses such as Speed Reading, How to Study, Improving Your Reading, and other tutored subjects are offered as two-period minors, and have resulted in the improvement of aptitude scores between the first and second C. E. E. B. tests by as much as 100 points. Reading courses also play an important part in the improved performance of A. T. 's in social studies, science, and mathematics, where difficult thought problems are involved.

- The program of instruction in advanced classes is one of quantitative and qualitative enrichment. The work is more intensive, the teaching more dynamic, stressing the thought processes: creative, reflective, and critical thinking and emphasis upon the significance of factual material by showing its relationship to other phases of the same subject and to related subjects. Independent thinking and study are stressed. Much work has been done by committees of school and college teachers, and much remains to be done in further defining the special techniques of dealing with the superior student.

- No pupil should allow his placement in an advanced course or courses to force him wholly out of participation in school life: in athletics, clubs, publications, or other

> extra-curricular or social activities. It is not the purpose of the advanced curriculum to produce academic "grinds" intent only on grades and course-credits. To the contrary, experience with pupils in advanced curriculums to date has been very gratifying because the ablest students academically have almost invariably been those with a record of well-balanced participation in student activities.

"The teachers of accelerated classes give as much 'honor work' as time and the quality of the class permit. Many of our teachers give extra help and instruction to especially bright and interested individuals after school. A student who reads mathematics independently, or tackles a problem beyond the regular class work, is always encouraged and helped if he makes his interest and need known."

In English

Homogeneous grouping is most frequent in this field, and 12 high schools report having it. There is grouping from 9A or 10A through 12B in 7 schools, and parallel classes are arranged so that pupils can transfer if necessary.

Most schools offer required or elective two-period minors in one or more of the following subjects: Creative Writing, World Literature, Journalism, Public Speaking, Dramatics, Speech, History of the English Language, and History of Literature.

- Several schools have special coaching classes, sometimes on a volunteer basis after school, for the C.E.E.B. examinations.

- At least one school has after-school tutoring for the most gifted in English composition, précis writing, intensive reading for vocabulary, and extensive reading for comprehension.

- One small experimental group is completing three semesters of English: 10A, 10B, and 11A in one term.

Composition

"It is assumed that advanced students have learned the mechanics and structural features of writing before entering their senior year. In this year the writing will be suggested by the analysis and criticism of modern essays, with emphasis on argumentative writing in the first term. It is expected that every student will have abundant practice in various forms of prose writing and that his papers will be analysed by the teacher and discussed both in class and in individual consultations. Furthermore, it is assumed that 'creativity' will be sought in all forms of writing. Detailed planning of the content of the course is left to the resourcefulness of the individual teacher."

Literature

"The course in literature is thought of as a series of reading experiences which extend the vision, stimulate the imagination, and sharpen the critical understanding of the student. These ends can be attained, however, only by breadth of experience and a measure of intensive concentration. Therefore a wide selection of readings, both home reading and class reading, from successive periods of English and American literary history is recommended. This arrangement should result in a sense of historical perspective, but the program is by no means intended to be a course in literary history. The 'literary experience' must always be the main objective.

"A unique feature in the rapid English classes is the teaching of units in the writing of poetry, essays, and stories. Our pupils are encouraged to submit their work to various contests and publications. The National High School Poetry Association and the National High School Essay Association have accepted many poems and essays written by our pupils for publication in the anthologies. SCHOLASTIC has from time to time commended their stories."

In Social Studies

The major effort in this area for the academically talented student is in the direction of requiring special projects and term papers that are based on research and which include bibliographies and proper annotations.

● Much stimulating enrichment comes through the Curriculum Office, which works with various community agencies in arranging meetings with distinguished speakers, and in planning trips to industry. The World Affairs Council has an annual series of meetings for teachers and students that develops a lasting interest in our foreign policy. ACES (Americans for the Competitive Enterprise System), the Philadelphia Bar Association, the Schools Committee for the United Fund, UNICEF, and other community groups, along with radio and television stations, have all provided stimulus for academically talented students, when teachers avail themselves of these opportunities.

One school has an experimental class in American History and English, taught by 2 teachers, that meets 10 periods per week, including 2 double periods; the students work on correlated projects. This school comments:

> "Essential for good college preparation is training in methods of research and in the preparation of term papers that are long, annotated, and that require practice in using the facilities of the school library. Students report that this training is among the most valuable skills taught in the high school."

The combined project in the two subjects is illustrated, typed and bound, and is placed in the school library.

> "American History and Government is taught in the 11th and 12th grades. Emphasis is placed on the knowledge and understanding of the basic facts of American political and social development from the discovery of America to the present. We seek to develop in our students a sincere appreciation of the efforts and struggles that resulted in the rise and growth of our basic democratic institutions.
>
> "Class discussion and essay-type testing emphasize critical thinking and the understanding of the basic relationships in the use of facts. Term papers are required of each student during each term. These are regarded as exercises in the collection and organization of materials, and the building of a bibliography. In the senior year the essays require the citing of authorities for the direct quotations included in the paper."

In Mathematics

Most of the high schools have ability grouping from Grade 10 in conventional courses, and eight have classes in analytic geometry, trigonometry, college algebra, and the calculus. For those students with marked ability in mathematics, a number of schools offer a program in mathematics outlined in the recently published REPORT OF MATHEMATICS CURRICULUM POLICY COMMITTEE, which is based on the Yale Plan.*

> • One school publishes each term a magazine called THE MATH ADVENTURER, edited by the most gifted students, and containing articles and problems original to them. Mathematics minors courses are

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*REPORT OF MATHEMATICS CURRICULUM POLICY COMMITTEE, Curriculum Office, Philadelphia Public Schools, 1959.

given, as well as "math review" to sharpen skills, and mathematics clubs are common.

- With the assistance of the National Science Foundation, summer institutes have been held in chemistry and biology.

- Matrix Algebra was given under the direction of the Curriculum Office at the Central High School for selected academically talented students during the past summer (1960).

- The University of Pennsylvania has granted scholarships to a limited number of high school seniors who are permitted to enroll for evening and Saturday classes in mathematics, chemistry, philosophy, economics, and sociology. This is part of a national trend toward giving academically talented students college credit for work done while they are still in high school.

"With the gifted child in mind, the members of our Mathematics Department are encouraged to make 'differentiated assignments.' This request was made at each of our last two department meetings.

"The 'differentiated assignments' are aimed at the "A" and "B" pupils. The "A" and "B" assignment should be more difficult than the regular assignment."

In Science

Four schools have accelerated classes in 10th grade biology, two in 11th grade chemistry. Perhaps because physics is in itself sufficiently difficult to challenge the gifted, only one school reports acceleration in this area.

- Additional laboratory time is scheduled in one school, and there is a 12th year chemistry review class in several schools.

- Two schools report a one-period College Board minor in Grades 11 and 12.

In Foreign Language

In most schools, small numbers of pupils taking advanced work in a foreign language preclude the formation of special classes. However, students who voluntarily take the third and fourth years of language work are often gifted in these fields, and the quality of accomplishment is high.

The curriculum guide suggests that the enrichment of foreign language study, carefully formulated and consistently carried out, should result in its articulation with the pupil's life experience, both inside and outside of school. The teacher must be constantly alert to make skillful and natural use of all opportunities that relate the classroom work to the daily environment.

The foreign language club affords opportunities for the student to utilize in an informal atmosphere what he has learned in class. Club projects include the attendance at the theater, the opera, foreign language conferences, and national group celebrations.

- Four years of work in French, Spanish, German, and Latin are offered in most schools. Enrichment in the art, literature, and culture of the language is included.

- One school has 6 rapid groups in foreign language as part of the program of college admission with advanced standing.

- The Board of Public Education is installing six new language laboratories for the improvement in in listening and speaking skills.

> "Many of our able students receive advanced placement, without credit, as a result of placement examinations when they enter college. Advanced standing, with credit, can be achieved by taking a special examination, in addition to the regular College Entrance Examination.
>
> "Special work toward this end is begun in the 11th grade by certain A. T. pupils, after careful consideration and discussion with parents and the foreign language teacher. Such advanced standing is helpful to students who wish to shorten their college career in order to go on to medicine or law, for example."

Summer Institutes

As a part of its Summer Workshop program for two consecutive years, the Curriculum Office conducted experimental classes for students exceptionally gifted in foreign languages. Thirty of those who had been outstandingly successful in one language were invited to attend a class under the best instruction in order to see how much progress could be made in six weeks in a second language. Teachers were also enrolled to observe the classes.

The results were highly satisfactory, and some pupils completed the work of one year and a half in six weeks.

For the last two years, with N. D. E. A. funds, Temple University has held classes in foreign languages for academically talented public school students in French and Spanish, with excellent results.

In Commerce

Schools with strong commercial courses report the following experiments:

- Clerical Practice II in 10B based on a stenographic aptitude test.
- A double commercial major in the 11th and 12th grades.
- A combined commercial-academic course.

GUIDANCE

Adequate guidance of gifted students and their parents is time-consuming and complex. Identification, an important aspect of guidance for the gifted, requires special attention. Other aspects of guidance are course selection, rostering, follow-up, evaluation, help with personal psychological problems, counseling for post-high-school education, advice on application for admission to higher institutions; and processing transcripts, College Board, and scholarship applications. In schools where a guidance program is provided for the gifted, time for it is now gained at the expense of other important services to the average or slow-learning pupil.

- Individually the counselor cites various gifted children to members of the staff and makes suggestions as to ways in which their abilities can be used to special advantage. This is especially true when a particularly intelligent child is not functioning at top level because of some emotional or other type of problem.
- Special attention is paid to reviewing with students the results of C. E. E. B.; S. A. T.; and National Merit Scholarship Examinations to determine individual strengths and weaknesses, and to decide what further review or enrichment should be provided.
- There is follow-up of graduates to determine the relationship between enriched programs and success in college.

"Every teacher has a list of better-than-average pupils who have been identified by valid means. Thus, the designated pupils in each class, within the regular work as provided for in the course of study, are stimulated to increase their activities by challenging, additional material. Parents of these pupils are advised at the conclusion of each report period as to actual achievement.* If the better-than-average child is not working at capacity, parents and pupils co-operate in attempting to solve the problem. For the faculty, this takes the form of a mentor system. Names of non-achievers are submitted to all teachers; and, according to needs and interests, faculty members volunteer as mentors or sponsors for these pupils.

"Experimentation in providing for the better-than-average pupil is continous here. A permanent faculty committee meets periodically to plan, process, execute, and evaluate the various facets of the program. Departmental, inter-departmental, and extra-curricular activities are constantly geared to accelerate these efforts. This term there will be a special 9A--9B group in English and social studies, a tutoring plan for scholarship candidates, and active participation in worthwhile competitive writing, art, and scientific contests."

"Seniors who have satisfactorily completed the work of the advanced curriculum are eligible to take the Advanced Placement Tests of the College Board, and will be recommended by the school for advanced credit at the college of their choice."

"Advanced courses in our school begin in the 10A term and extend through 12B. In 9B, a group of very able pupils will be selected to take our advanced curriculum. These pupils will be counseled to discuss the advanced courses with their parents, with the option to accept or reject the invitation to take advanced work. Any pupil electing to take the advanced curriculum may rest assured that 1) he will not be required to continue in it if the pace is beyond his ability; 2) he will not be graded to his disadvantage in comparison with pupils in standard courses, either with regard to Barnwell honors, or rank in class, or in scholarship competition."

College Guidance

Recognizing that it is increasingly important for the student to choose and gain admission to a suitable college, the Board of Public Education plans to appoint an additional counselor to each high school who will serve as chairman of college guidance at all grade levels.

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*See form letters to parents in the appendix, pp. 77-80.

"A college guidance program handled by four specially interested and trained faculty members lines up gifted students as early as 9A. They aim to make certain that no pupil, scholastically capable of going to college, is left unaware of the opportunities that are ahead of him if he performs at the highest level and works toward good scholarship from 9A through 12th grade. Colleges of his choice are discussed, their requirements made known, and parents informed of the ever-increasing opportunities for college attendance."

"The director of college guidance compiles a case history for each gifted senior. By maintaining an extensive library of college catalogues and brochures for pupil use, by planning for and accompanying groups to the various career conferences in the area, by providing the indivdual with all scholarship information applying to his needs, by conducting or arranging for scholarship examinations when necessary, the person responsible for college guidance aims to direct each talented individual into that field of endeavor and that seat of learning where he can make the best use of his gift. Interviews with representatives of the colleges are arranged. Students whose scholastic records make them potential scholarship material are collectively and individually advised and prepared for the tests and application forms relating to admission to college."

EVALUATION

This remains one of the major unsolved problems.

Assuming that rapid learners can be accurately identified and grouped; that they can be properly motivated, guided, and taught; on what policy shall teachers' judgments (grades) rest? Shall the academically talented pupil be measured on the same literal and numerical scale as his less gifted schoolmates? Is a failing grade or a low passing grade appropriate for him? Has he a right to expect nothing lower than an A or a B; an 85, 90, or 95? Having placed him in competition with others of similar abilities, shall teachers expect him to be content with the same A or 90 that is awarded to average learners for educational achievements which differ in both quantity and quality? There is no uniform policy among the schools, although agreement upon criteria to be used in establishing rank in the senior class has been reached, and is a related problem.

Basic Grade

In Philadelphia, as elsewhere in the United States, the most common way of compensating the academically talented student for work that is both greater in quantity and superior in quality to that done in average classes, is to set a basic grade that may not be earned by other students, unless there is no Honors class in a given subject. Some schools set the line at 92 or 93, with a possible mark for A. T.'s that may go up to 98. In some schools where all A's are required for listing on the Academic Honor Roll, an 85 in an advanced class is considered the equivalent of an A in a regular class. Usually no mark below B is given to a member of an Honors class.

Addition of Bonus Points

Most high schools that have faced the problem of fairness in marking academically talented students have found it necessary to instruct teachers to add extra points of credit to the mark. The number of points varies from one to four for each subject. In some cases, an averaging committee is in charge of adding these points.

College Transcripts

In sending transcripts to college, the stars or other indications of Honors work which appear on the student's cumulative record are transferred to the transcript, often with a special notation about the high level of work accomplished.

The Board of Public Education Scholarships

The Board of Superintendents has approved the following plan for ranking top students who are applying for Board of Public Education scholarships. Rank in the senior class will be on the basis of five marks, 11A, 11B, 12A, 12B, and the College Entrance Examination Board score. For pupils in enriched and accelerated classes, the school may grant up to 1 additional point to each major subject mark for the term. This arrangement is made in an effort to compensate for the higher quality and greater amount of work done by the A. T.

- There is a supplementary list for pupils in the college preparatory curriculums who are candidates for Board of Public Education Scholarships, many of whom are A. T. pupils.

- Averages for these candidates will be computed for each term of 11th and 12th grades.

- An additional average based on C. E. E. B. will be used from the following scale. The C. E. E. B. score is the average of the two aptitude scores--verbal and mathematical.

● Final average is obtained by adding the term averages plus C. E. E. B. mark and dividing by the proper number.

TABLE OF VALUES ASSIGNED COLLEGE BOARD SCORES

C. E. E. B. Score	Mark	C. E. E. B. Score	Mark
350-65	71	576-90	86
366-80	72	591-605	87
381-95	73	606-20	88
396-410	74	621-35	89
411-25	75	636-50	90
426-40	76	651-65	91
441-55	77	666-80	92
456-70	78	681-95	93
471-85	79	696-710	94
486-500	80	711-25	95
501-15	81	726-40	96
516-30	82	741-55	97
531-45	83	756-70	98
546-60	84	771-85	99
561-75	85	786-800	100

APPENDIX

Dear Principal:

The Elementary Committee for the Academically Talented has been asked to gather detailed information from each school regarding provisions for its academically talented children. Will you please return this information on or before ______________.

Thank you,
The Committee

You will find it helpful to have at hand your copy of the REPORT OF THE COMMITTEE FOR THE ACADEMICALLY TALENTED in Abstract for the Instructional Staff submitted June 1959.

1. Please ask your teachers from Grades 2B through 8B to check the number of children who fit in the following groups. In each case use the latest P.V.A. [Philadelphia Verbal Ability Test].

Total Pupils in Grade	Grade	I.Q 110-119	120-129	130 and above
	2B*			
	3A			
	3B			
	4A			
	4B			
	5A			
	5B			
	6A			
	6B			
	7A			
	7B			
	8A			
	8B			

*** [At the time of this survey the Philadelphia Public Schools were organized on a semiannual plan. Progression was from "A to "B."]**

APPENDIX

2. Please check the area which best describes the plan you are using.

"Recommendations for Elementary Schools," page 9 of Abstract, will prove helpful.

Special A. T. class in grade

*1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B

Special A. T. class crossing grade levels

1 & 2	3 & 4	5 & 6	7 & 8	Other

Primary Unit ☐

Intermediate Unit ☐

A. T. 's grouped within the regular classroom for academic subjects ☐

Within grade level ☐ Across grade levels ☐

Any other plans

3. Please ask teachers who are providing for their academically talented children to write a brief account of what they do in the classroom. Illustrations and examples are valuable to the story.

4. Do you have a staff member designated to co-ordinate the program for the A. T. 's?

Yes ☐ No ☐

5. Do you have a committee whose function it is to guide the study of and program for the A. T. 's?

Yes ☐ No ☐

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*At the time of this survey the Philadelphia Public Schools were organized on a semiannual plan. Progression was "A" to "B."

APPENDIX

TO ALL JUNIOR HIGH SCHOOL PRINCIPALS AND
PRINCIPALS OF ELEMENTARY SCHOOLS WITH GRADES 7 and 8:

Before answering this questionnaire it is suggested that the REPORT OF THE COMMITTEE FOR THE ACADEMICALLY TALENTED in Abstract for the Instructional Staff, dated June, 1959, be read again. Particular attention should be given to pages 5 to 8 and pages 12 to 14 [which deal with general recommendations and recommendations for junior high schools].

I. Placement of Academically Talented Pupils in Sections--Present Organization

Check those items in the table below which best describe your program for the academically talented in each grade level:

A. T. Program	7A	7B	8A	8B	9A	9B
A. Placement of A. T.'s in "homogeneous" (ability) sections for homeroom and all subjects						
B. Placement of A. T.'s in "Heterogeneous" sections for homeroom and minor subjects Placement of A. T.'s in "homogeneous" (ability) sections for major subjects						
C. Placement of A. T.'s in "homogeneous" (ability) sections for one or more of the following subjects: (Please check)						
1. Developmental reading						
2. English						
3. Foreign language						
4. Mathematics						
5. Science						
6. Social studies						

D. Special provisions are made for A. T. pupils when there are fewer of these pupils than class size

7A	7B	8A	8B	9A	9B

Please describe:

E. Other methods of placement

Please describe:

Please make any additional comment you feel is necessary to clarify your present plan of placing pupils in sections to provide for the A. T. 's

F. What are the factors that might make impracticable a plan for placement of A. T. 's in special sections in your school?

1. Philosophic disagreement with ideas of special sectioning ☐
2. Insufficient number of A. T. 's ☐
3. Insufficient number of classrooms ☐
4. Insufficient number of teachers ☐
5. Insufficient teacher preparation for type of instruction required ☐
6. Other (please explain) ☐

II. Staff Members Responsible for A. T. Program

A. Does your school have a committee to study the program for the A. T.'s? Yes ☐ No ☐

B. Are teachers specially selected for teaching the A. T.'s? Yes ☐ No ☐
If yes, what is the basis of their selection?

C. Is there a staff member designated to coordinate the program for the A. T.'s? Yes ☐ No ☐

D. If yes, does this staff member have time designated on the roster for this work? Yes ☐ No ☐

E. Do teachers of the A. T.'s have time designated on the roster for conferences with individual pupils? Yes ☐ No ☐

F. Are opportunities provided for teachers for conferences with other teachers who are teaching the A. T.'s? Yes ☐ No ☐

III. Curriculum

Please ask your department chairmen to outline briefly for the committee any differences in

A. Instruction

B. Teaching techniques
used for the A. T.'s relating to

1. Grade placement of subject matter
2. Enrichment
3. Acceleration for the following subjects
    - a. English
    - b. Foreign language
    - c. Mathematics
    - d. Science
    - e. Social studies

APPENDIX

IV. Articulation

A. Do you have any special articulation plans with the elementary schools for the A. T. 's? Yes ☐ No ☐

B. Do you have any special articulation plans with the senior high schools for the A. T. 's? Yes ☐ No ☐

C. Please describe any plans for articulation with elementary and/or senior high schools for the A. T. 's relating to

1. General organization
2. Specific subjects
    - a. English
    - b. Foreign language
    - c. Mathematics
    - d. Science
    - e. Social studies

V. Guidance Features

Do you provide any special guidance features for the A. T. 's? Yes ☐ No ☐

If yes, please describe these features

VI. Evaluating Progress of the A. T. 's

A. Do you use additional or different criteria in evaluating the achievement of the A. T. 's? Yes ☐ No ☐

If so, please describe these criteria

APPENDIX

B. In marking pupils in your A. T. classes, what procedures do you follow?

1. Pupils so grouped cannot get less than A or B — Yes ☐ No ☐
2. Pupils not in A. T. class cannot get higher than B — Yes ☐ No ☐
3. A low pupil in A. T. class can get C or less — Yes ☐ No ☐
4. Other (Please describe)

C. What other evaluative criteria do you use for placement and removal of pupils from A. T. classes?

D. If pupils are dropped out of A. T. sections, when is this done?

1. At end of term — Yes ☐ No ☐
2. At end of a report period — Yes ☐ No ☐
3. At any time — Yes ☐ No ☐

VII. Summary

A. What special problems have you encountered in providing a program for the A. T. 's?

B. Additional comment concerning your experience with programs for the A. T. 's in your school

APPENDIX

TO ALL SENIOR HIGH SCHOOL PRINCIPALS:

1. Do you have a co-ordinator for your A. T. program? Yes ☐ No ☐

2. Do you have a committee in charge of supervising the program? Yes ☐ No ☐

As chairman of the senior high school committee, I should find it useful to know also:

1. How much released time, if any, is provided:

	for the co-ordinator	for committee members
a. No home room		
b. Release from (X) classes		
c. Release from two-period extra duty assignments		

2. Do faculty members who teach A. T. classes meet regularly to plan their work? Yes ☐ No ☐

3. Does the co-ordinator have the regular meetings with the committee? Yes ☐ No ☐

4. When are such meetings held? During school? ____ After school? ____

5. Are they held at regular intervals? ______

6. If you cannot at present offer released time, do you believe it should be given? Yes ☐ No ☐

7. Another point discussed at the meeting was the increased emphasis to be placed by the College Entrance Examination Board on essay type questions. At present, English teachers cannot assign and correct many full length essays. Do you believe that English teachers should

be allowed more time under the "formula," so that they could assign more work in composition, précis writing, etc.? Yes ☐ No ☐

8. Do you believe that teachers of other subjects would consider this unfair? Yes ☐ No ☐

Comments or suggestions

9. What happens to pupils who fail to meet the requirements of work in A. T. classes?

a. Can they be transferred to regular classes during the term? Yes ☐ No ☐

b. Are they transferred at the end of the term? Yes ☐ No ☐

c. Do they receive credit, and a passing mark in the regular class, since the accelerated class work presumably is more difficult? Yes ☐ No ☐

It will be of the greatest help if you can return this letter with your answers at once.

APPENDIX

The following forms used by one high school are typical of those sent to parents of A. T. pupils.

Achieving Commensurate with Ability (I):

____

My dear Parents:

Recently, the Division of Educational Research, School District of Philadelphia, returned to me the results of the Testing Program in which _______________________ High School participated. Generally speaking, the over-all results were gratifying.

I am happy to inform you your daughter ___________________________. has done well. The results show she has better than average academic ability. It is gratifying to note her scholastic record shows she is achieving in school in keeping with her potential ability.

Since we too often are prone to comment adversely about young people, I want to take advantage of this opportunity to compliment your daughter and you for the good judgment she is exercising relative to her scholastic achievement.

With her ability, less than a "B" average should not be acceptable to her or to you for academic progress.

I sincerely hope _________________________, in the future, continues her scholastic efforts in a comparable manner.

Cordially yours,

WCD:rls

Principal

APPENDIX

Achieving Commensurate with Ability (II)

____

My dear Parents:

May I take this opportunity to express to you and your
son ______________________ my compliments on
daughter he
the sustained scholastic achievement which she has
maintained this term. This interest in school work
gives evidence of mature thinking on the part of
______________________.

I sincerely hope that the same fine work will continue, and a desire to be included among the Honor students will be ______________________'s goal.

Cordially yours,

JCA:rls

Principal

APPENDIX

Not Achieving Commensurate with Ability (I):

____

My dear Parents:

The Testing Program of the Division of Educational Research of the School District of Philadelphia which ____________________ High School participates in shows conclusively that your daughter ______________________ has better than average mental ability. You have every right, therefore, to expect her to achieve in keeping with the ability with which she has been endowed.

A study of ______________________'s academic progress indicates she is satisfied with work below the standard for her potential ability. I note that on the report issued ______________________ she received ____.

Less than a "B" average means that ______________________ is not working up to her potential.

I sincerely hope that she will work to improve her scholastic standing on the next report.

Cordially yours,

WCD:rls

Principal

APPENDIX

Not Achieving Commensurate with Ability (II):

____

My dear Parents:

Following the first report card, I wrote you to state your
son ____________________ was not achieving in accordance
daughter
with his ability. At that time, I indicated a mark less than
her
"B" should not be acceptable to you.

While ____________________ has not completely reached this
goal, I am happy to report there has been improvement in
his over-all report. Since, however, marks are cumulative,
her
the mark earned in the first seven weeks will affect the mark
for the second report period.

Example: Mark for first seven weeks - 75
Mark for second seven weeks - 85
Cumulative mark for 14 weeks - 80

If the same degree of effort is continued during the remainder of this term, I feel sure you and ____________________ will be pleased with the results at the end of the term.

Cordially yours,

JCA:rls

Principal

APPENDIX

COLLEGE PREPARATORY PROGRAMS

The Academic, Home Economics, Art, and Music college preparatory curriculums follow similar tracks.

10th Year

Curriculum	Subject	Term	Periods
(The above tracks all take these subjects.)	English	3 & 4	5
	Biology	1 & 2	5
	Geometry	1 & 2	5
	Foreign Language	3 & 4	5
	Physical Ed.	3 & 4	2
	Health Ed.	3 & 4	1
	Minor or minors	(optional)	1+
Academic	Fifth major	- -	5
Home Economics	Home Economics	3 & 4	5-6
Music	Theory & Practice	1 & 2	5
Art	Art	1 & 2	5

11th Year

Curriculum	Subject	Term	Periods
(The above tracks all take these subjects.)	English	5 & 6	5
	American History	1 & 2	5
	Physical Ed.	5 & 6	2
	Health Ed.	5 & 6	1
	Minor or minors	(optional)	1+
	*Algebra	3 & 4	5-6
	*Chemistry	1 & 2	5-6
	*Foreign Language	1 & 2 or 5 & 6	5-6
*Academic			
Home Economics	Home Economics	5 & 6	4
	Applied Art	3 & 4	2
Music	Harmony;	1 & 2	5
	Instrumental or Vocal Ensemble	1 & 2	5
Art	Art	3 & 4	10

*Academic curriculum pupils are to select 2 of these 3. A fifth major may permit the selection of all three; or of a second language; or of a major from the Art, Commercial, Home Economics, or Music curriculums. Other curriculums here listed select one of the starred courses.

APPENDIX

COLLEGE PREPARATORY PROGRAMS (continued)

12th Year

Curriculum	Subject	Term	Periods
(The above tracks all take these subjects.)	English	7 & 8	5
	American History	3 & 4	5
	Physical Ed.	7 & 8	2
	Health Ed.	7 & 8	1
	Minor or minors	(optional)	1+
	*Advanced Mathematics	1 & 2	5-6
	*Physics	1 & 2	5-6
	*Foreign Language	3 & 4 or 7 & 8	5-6
*Academic			
Home Economics	Home Economics	7 & 8	5-6
	Applied Art	5 & 6	4
Music	Harmony or Music Appreciation;	3 & 4	5
	Instrumental or Vocal Ensemble	3 & 4	5
Art	Art	5 & 6	10

*Academic curriculum pupils are to select 2 of these 3. A fifth major may permit the selection of all three; or of a second language; or of a major from the Art, Commercial, Home Economics, or Music curriculums. Other curriculums here listed select one of the starred courses.

APPENDIX

The Commercial "A" curriculum is of particular interest to students who wish to prepare for entrance to college, specializing in the field of business administration.

	Term	Periods
10th Year		
English	3 & 4	5
Biology	1 & 2	5
Geometry	1 & 2	5
Foreign Language	3 & 4	5
Bookkeeping	1 & 2	5
Physical Education	3 & 4	2
Health Education	3 & 4	1
Total		28
Minor may be added to total		30
11th Year		
English	5 & 6	5
Chemistry or Physics	1 & 2	6
American History	1 & 2	5
Typewriting	1 & 2	5
*Bookkeeping	3 & 4	5
*Stenography	1 & 2	5
*Retail Selling	1 & 2	5
Physical Education	5 & 6	2
Health Education	5 & 6	1
Total		29
Minor may be added to total		30
12th Year		
English	7 & 8	5
American History	3 & 4	5
Office Practice	1 & 2	5
**Stenography	3 & 4	5-10
**Typewriting	3 & 4	5-10
**Retail Selling	3 & 4	5-10
**Business Economics	1	5
**Commercial Law	1	5
Physical Education	7 & 8	2
Health Education	7 & 8	1
		23-28
		30

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*Select one of these

**Students who elect stenography must also take typewriting. Others may select any two of these subjects, or select one and an academic major.

APPENDIX

The Industrial Arts curriculum is of particular interest to students who wish to prepare for entrance to colleges specializing in the field of engineering.

10th Year

	Term	Periods
English	3 & 4	5
Biology	1 & 2	5
Geometry	1 & 2	5
Foreign Language	3 & 4	5
Shop and Drawing	3 & 4	6
Physical Education	3 & 4	2
Health Education	3 & 4	1
Total		29
Minor may be added to total		30

11th Year

	Term	Periods
English	5 & 6	5
Chemistry	1 & 2	6
Algebra	3 & 4	5
American History	1 & 2	5
Shop and Drawing	5 & 6	6
Physical Education	5 & 6	2
Health Education	5 & 6	1
Total		30

12th Year

	Term	Periods
English	7 & 8	5
Physics	1 & 2	6
Advanced Mathematics	1 & 2	5
American History	3 & 4	5
Shop and Drawing	7 & 8	6
Physical Education	7 & 8	2
Health Education	7 & 8	1
Total		30